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ABSTRACT

This curriculum guide for seventh-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include classroom readings, group discussions, use of filmstrips, problem solving, and decision making. Lessons provided include the following: Self Inventory, Advertising and You, Frame of Reference, Influences, Understanding, Responsibility, Alcohol Decisions, Rules, Going Along, Decisions, Wanting a Bicycle, Opinions, Not What It Seems, Handling Emotions, Conflicts, and Your Interpretation. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 7

PATTERN OF HEALTHFUL LIVING: REACHING OUT

Harris County Department of Education

Office of County School Superintendent

FEB 04 1976

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

REACHING OUT

LEVEL SEVEN

Mary Jane Reese

Second Revision

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent

June, 1975

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FORWARD

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from pilcting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through twelve.

The focusing goal of a value-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D.
Project Coordinator

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PREFACE

RATIONALE

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

GOALS

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate

aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.

   B. Appreciation of value systems operating in a multi-ethnic society.

   C. Experiences in examination of values both personal and societal.

   D. Experiences in resolution of value conflict and value clarification both personal and societal.

   E. Development of a sense of responsibility toward the use of alcohol/drugs in an alcohol/drug using society.

INTRODUCTION

The era of scare tactics about drugs has ended. We found that seeing the horrors of an overdose did not change the drug scene. The era of the realistic cognitive approach, emphasizing both dangerous and beneficial aspects of drugs, did not work either. In fact, studies indicate an increase in use of drugs during this time. Hopefully, we have come to the realization that the drug problem is really the individual, the problems he has and the ways he solves them. The potential for destruction is not the drug, but the user. If all drugs were destroyed, the potentially self-destructive person would destroy himself some other way.

Value clarification is a process; a skill to enhance what the good teacher is already doing. Value clarification is not a means by which to change an individual, but rather a process to develop his skill to deal with what is important to him; the skills enable him to sift through conflicts and get to goals that are important in his life. This process will enable him to look at individual behavior and evaluate that behavior in light of other goals which are valuable to him.

A special kind of teacher is required to teach the skill of valuing. One who does not impose his/her own values on the students; one who is a better listener than talker; one who lives; one who respects others' feelings.

Everyone must have someone who significantly cares for him and what he does. Too many addicts have stated that the reason they turned to drugs was because "no one cared." To many students, the teacher is the only one who does care. What a small price to pay for what might be a person's life!

Mary Jane Reese

TO THE TEACHER

This guide is written, hopefully, so that you will have little trouble following each lesson. If you are new to the affective domain, you will have a little trouble getting the "hang of it." But consider the struggle worthwhile, because you will be a better teacher having gone through these pains.

I believe you'll be a better teacher for several reasons; first, because you will be a good listener. Let's face it, not many of us are good listeners. We try to be, but if we videotaped our classroom teaching and critiqued it, we would find that eighty percent of the time you were not listening. Second, because you will have learned to listen, you will know your students. Not just their names, but, more importantly, their thoughts, ideas, hopes, dreams, their fears, and better yet, their needs. They will risk with you. Third, you will be able to better meet their needs teaching in the affective domain. For so long we have forced ourselves not to befriend the student because we thought we couldn't teach him if we let him know we cared. Fortunately, affective education has gained credibility and we can now love our students and let it show, as those of us who couldn't shake our feelings have done all along. We know students learn best when they know we care about them personally. And fourth, you will find yourself as a teacher in a different role. No longer will you be an imparter of knowledge, but you will become a facilitator of learning - directing your students, not leading them.

Before you try any lesson in the classroom, read it through and think about the purpose and what the student will be able to do when he finishes the lesson. Perhaps as you do this, keeping your students in mind, you will want

to modify the lesson or add to it in some way. Do that! You know your students; you know what will open them up. Write down your alternatives as you think of them; they may become valuable additions to the guide. Change some of the learning experiences if it will help your students explore the issue more fully. If you have time, write down the students' reactions to the lesson at the end. Your impressions of what they get out of the lesson are valuable data for the next time you use that lesson.

In several lessons, I suggest that students keep a journal. This should be a voluntary decision by the student; we all know what pains "notebooks" have caused. The point is that the student should not be forced to keep a journal. After all, the comparison (if he desires it) is for his benefit, not the teacher's.

I hope you learn and enjoy teaching this as much as I learned and enjoyed writing it.

Mary Jane Reese

REACHING OUT

LEVEL VII

LESSON 1 - SELF-INVENTORY

Purpose:

To enhance the student's self-concept and worth.

Terminal Objective:

The student will inventory himself in the areas of peer, family, school and general relationships and determine which responses are positive and which are negative.

Enabling Objectives:

1. The student will indicate his feelings regarding four areas of interest on a self-inventory.
2. The student may verbally share his feelings regarding inventory areas.

Learning Experience:

Give each student the Self-Inventory and ask him to answer yes, no, sometimes, usually, or occasionally to each of the items. (If rapport has not been established with students, the teacher may want to do this lesson at a later time and begin with Lesson 2.)

Note to Teacher: This lesson will probably take no more than twenty minutes.

Evaluation:

The student will note his answers and indicate in some way those areas he/she would like to alter or change in the coming months. Students may share the Self-Inventory with a friend or the teacher if he/she desires. Otherwise, it should be personal and kept in a notebook for future reference. (Lesson 20 will be a repeat of this Inventory.)

Materials:

Form, "Self-Inventory"

SELF-INVENTORY

Write yes, no, sometimes, usually or occasionally in the blanks below.

GENERAL

_____ I am a cheerful person.

_____ I am smart.

_____ I am easy to like.

_____ I can be trusted.

_____ I am a very happy person.

_____ I seem to do things right most of the time.

_____ I wish I were older.

_____ I am very good looking.

_____ I have a lot of self-control.

_____ I wish I were someone else.

_____ I can be depended upon.

PEER

_____ I should get along better with others than I do.

_____ Other kids are often mean to me.

_____ I am popular with others my age.

_____ Boys/girls seem to like me.

_____ Often I am lonely.

_____ I am friendly toward others.

_____ I have many friends.

_____ I am among the last to be chosen for teams.

_____ It is hard for me to make friends.

_____ Friends usually follow my ideas.

_____ I wish I had more close friends.

_____ Others think I'm fun to be with.

_____ Other kids like to be with me.

FAMILY

_____ I do my share of the work at home.

_____ My family is very proud of me.

_____ My family likes it when I do things with them.

_____ I usually get along with my family.

_____ I cause trouble in my family.

_____ I do what is expected of me at home.

_____ My parents seem interested in what I do.

_____ I feel my parents don't really trust me.

_____ My family would help me in any trouble I had.

_____ My family understands me.

_____ My family expects too much of me.

_____ I am an important person in my family.

_____ My family usually considers my feelings.

SCHOOL

_____ I look forward to coming to school.

_____ This school has too many rules.

_____ Most of my teachers allow us to make decisions together.

_____ Teachers grade too hard.

_____ Other students often get me in trouble at school.

_____ My teachers explain things very well.

_____ My teachers listen to what I say.

_____ I often feel rushed and nervous at school.

_____ Most of my teachers try to make their subjects interesting.

_____ Most of my teachers give busy work.

_____ I really enjoy working on projects with other students.

_____ I enjoy learning in school more than learning on my own.

_____ I like having to do homework.

_____ Students here are friendly.

_____ My teachers ask me to memorize too many facts.

_____ Students have a voice in how the school is run.

_____ I find it hard to talk to teachers.

_____ School is a good place for making friends.

_____ I believe skipping school is wrong.

_____ I believe an education is important.

_____ Most of my teachers are fair to me.

_____ Our school is so large, I feel lost in the crowd.

_____ I do just what school work is assigned.

_____ Most of my teachers have "pets".

_____ If I had a choice, I wouldn't go to school at all.

LEVEL VII

LESSON 2 - ADVERTISING AND YOU

Purpose:

To help the student understand himself as a consumer.

Focus:

Respect, power, influence

Time:

One to two fifty minute class periods depending on the time required by groups to produce the "ads."

Materials:

Filmstrip: "Inside Advertising"
Magazines and newspapers
"Earth Essence" Form

Terminal Objective:

The student will analyze himself as a consumer and draw conclusions about what influences him as a consumer.

Enabling Objectives:

1. The student will be able to identify advertising techniques and discuss which techniques appeal to him and why.

2. The student will make a judgment on the problem presented in the filmstrip.

Learning Activities:

1. The student will discuss and complete the activities and questions in the filmstrip.

2. The student will work in groups to develop a television commercial and magazine advertisement on the product in the filmstrip. Each group will share its "ads" with the class.

Evaluation:

The student will choose his "favorite" commercial from the ones presented by each group and tell why and how it appeals to him by completing the Earth Essence Form.

EARTH ESSENCE FORM

The Earth Essence ad I chose appealed to me because it was_____

_____

_____

I think I chose that particular ad because I

_____

_____

_____

Advertising does ____ does not_____(check one) affect me. The following reasons will support my choice:

1)_____

2)_____

3)_____

LEVEL VII

LESSON 3 - FRAME OF REFERENCE

Purpose:

To help the student realize that situations are viewed differently by different people.

Terminal Objective:

The student will synthesize his feelings about a particular situation by writing his ideas on the topics provided.

Enabling Objectives:

1. As a result of the learning experiences, students will be able to identify the term, "frame of reference."
2. The student will create cartoon captions illustrating his own frame of reference.

Learning Experiences:

(Note: This lesson may take more than one class period.)

1. Have one of the students tell the story of "Snow White and the Seven Dwarfs."
2. Read the story, "The Other Side."

3. Ask the following questions:

   A. From whose frame of reference (point of view) was the story told?

   B. Is that side of the story believable? Can you imagine the stepmother having that frame of reference?

4. Let's think about the following situation a minute:

   A student is being sent to the principal's office the first time for discipline.

   Now, pretend you are either the student being sent, the teacher who is sending you, or the principal who knows you are on the way to see him. (Teacher, you can substitute a coach, parent, or anyone else for the three people.)

   How many will volunteer to be the student? Now, help me describe how you feel. I'll write your responses on the board.

   (Possible responses: I'm scared; I've never been to the principal's office before; I'm innocent; what will my parents do?)

   Now who will volunteer to be the teacher sending the student? Now help me describe your frame of reference.

   (Possible responses: I just had to send ____ this time; he got completely out of hand; I should have sent him ages ago.)

Who will volunteer to be the principal? What would be his frame of reference?

(Possible responses: I don't even know this student; he's never been here before; must be serious.)

Now these three people had different frames of references. They thought about the same situation in three different ways.

5. I'm going to show you three (teacher, you can show more or less) cartoons; get into groups and select a spokesman. Discuss and come to a consensus regarding the frame of reference of each cartoon and then we will have each spokesman give the group's decision orally to the class.

6. Show cartoons one at a time. Give enough time for each group to come to a consensus. (If you don't want to show the transparency, you may duplicate the cartoons and distribute a copy to each group.)

7. Each group's spokesman reports consensus. (The report may be generally the same or they may be different. It doesn't matter; there is no correct answer. Students are beginning to develop the concept "Frame of Reference.")

Evaluation:

If students have completed the objective by now the evaluation activities may be unnecessary or you may choose one for reinforcement. If objective has not been attained then choose one of the following:

1. Write four (4) slogans you would like to see as bumper stickers or on tee shirts.

2. Draw (stick figures) a cartoon on a subject agreed to by the group, giving a frame of reference decided on by the group.

3. Rewrite a well-known story or nursery rhyme from the frame of reference of a character other than the main character in the story.

Materials:

Opaque or overhead projector (depending on whether you used transparencies or pictures) or several copies of the cartoons.

Note to Teacher: Try to keep the discussion focused on frame of reference. Students tend to "get off" on what each character would do in such situations. Arranging students in a large circle with role playing taking place in the center can facilitate discussion.

S A M P L E

THE OTHER SIDE

Not many people have heard my side of the story. No, everyone believed Snow White's lies about me. Why it was I who begged her father to keep her when we married. He thought maybe she'd be happier with her aunt. But I felt that would be wrong and I insisted that he forget that idea immediately. And then, poor thing, my husband died shortly afterward, leaving me alone in this huge cold palace. Oh well, anyway, on with my side of the story.

I still remember that horrible afternoon. My magic mirror's exact words were, "My sweet, most beautiful queen, you are being lied about by someone who is jealous of you." Shocked, I asked who and of course it was that scheming Snow White. Well, I decided to talk to her; so I knocked on her door and she bade me enter. There she was, combing her hair; she always combed her hair. I told her why I'd come and what the mirror had said and do you know what she did? She lied right

to my face!! Denied everything!

Early the next morning, I saw her and one of the guards leaving the palace. Upon inquiry, I found she had left for good!! Can you imagine? After all I'd done for her!

For weeks I worried about her and finally decided to see if I could find her. Luckily, my magic mirror had done just that! So I dressed up as an old woman selling apples---I knew she'd never talk to me as myself because she hated me so since she left the palace---and soon knocked on the door of the seven dwarfs' house.

She was nice enough, though she was never very friendly, and I even gave her the prettiest apple I could find in my basket.

We talked a while until I was satisfied she was all right, and then I said goodbye.

Well! Do you know that I was accused of poisoning her? Yes! I, who have won every beauty contest from one end of the country to another. I, who have always tried to be unselfish, though I've been told

I am beautiful, I've tried to remain humble to all, was accused of murder!

It seems that the dwarfs found her when they returned home and could not awaken her. They have her now in a glass coffin and everyone goes to see her. But I'm not, not after the way she treated me and besides those little dwarfs were terribly unfriendly to me.

That's been 20 years and I'm in poor health, though I am still beautiful. However, I just had to write my side of the story before I died.

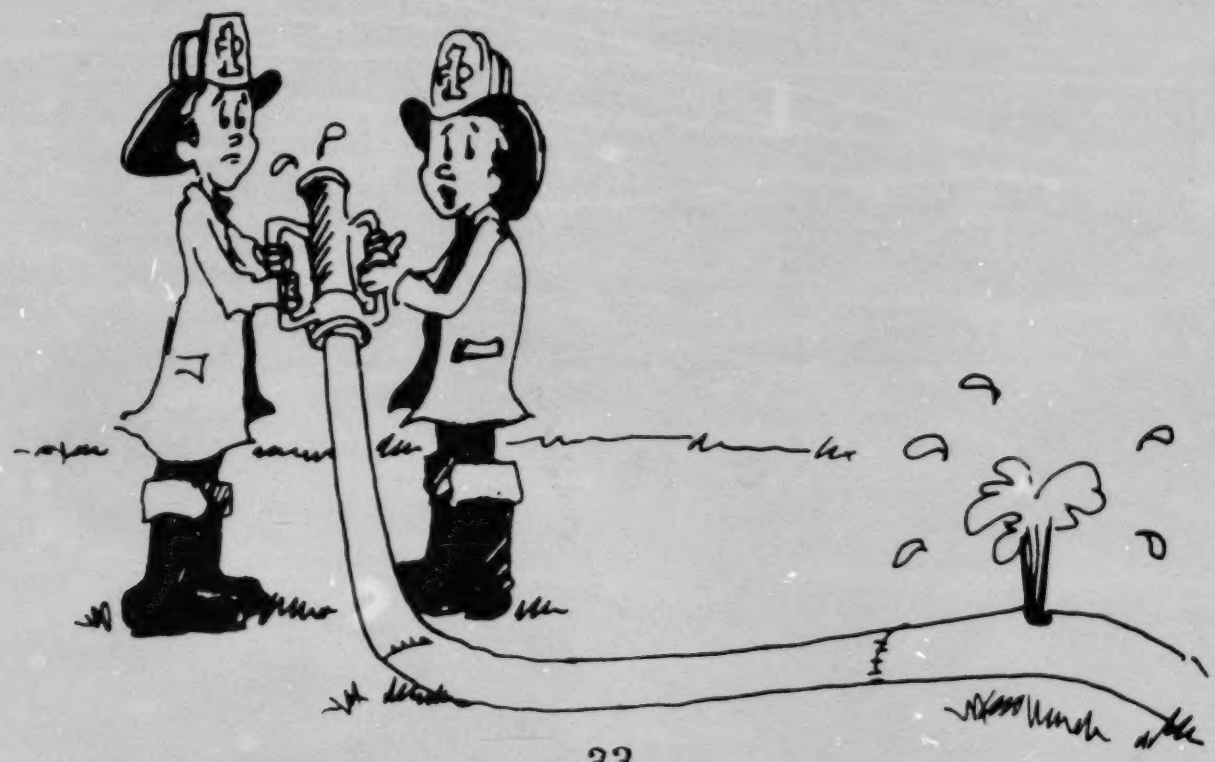
Resource Form #1

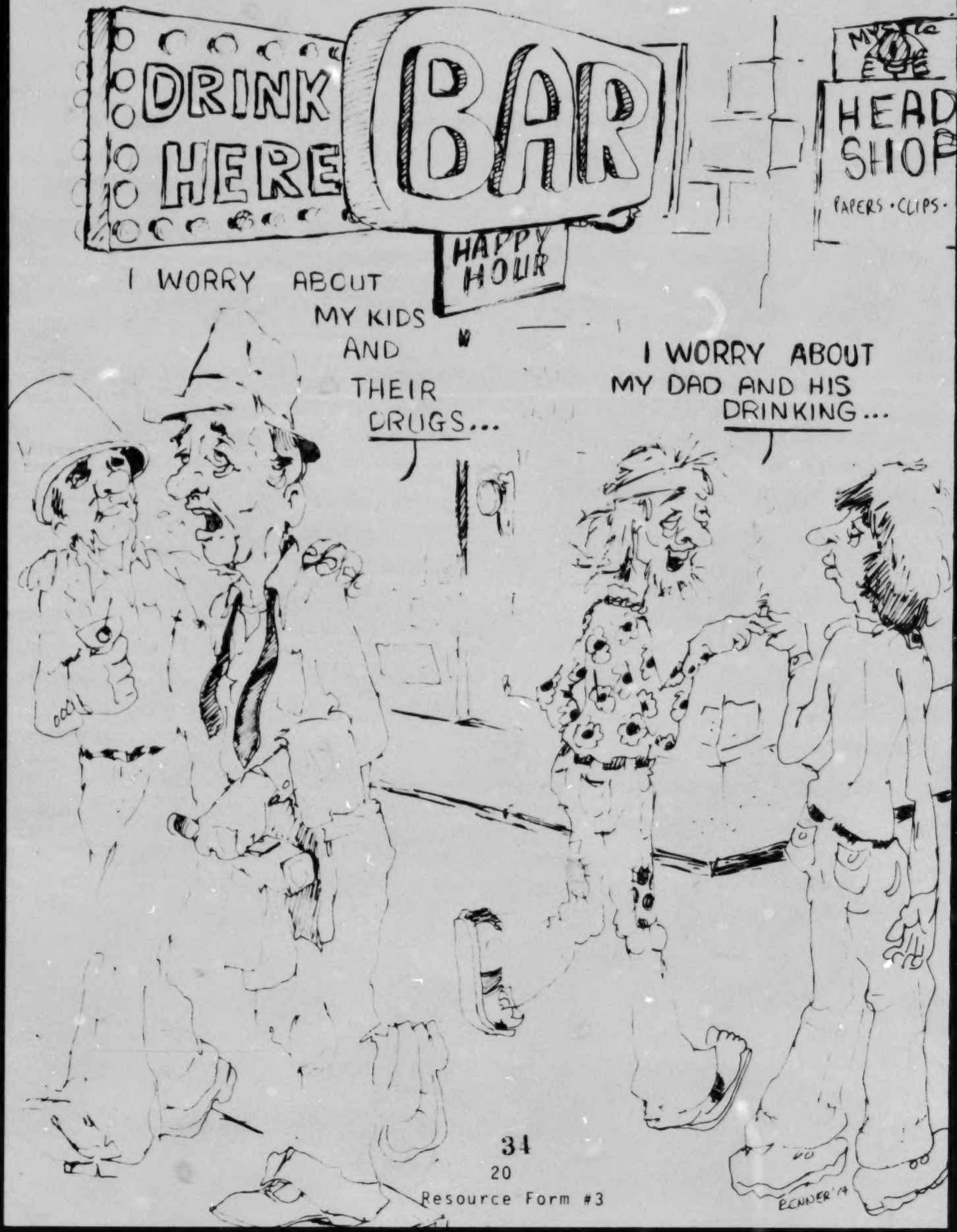
SMOKING IS VERY SOPHISTICATED

32

(American Cancer Society)

Resource From #2




DRINK HERE
BAR
HAPPY HOUR
HEAD SHOP
PAPERS · CLIPS ·
I WORRY ABOUT MY KIDS AND THEIR DRUGS...
I WORRY ABOUT MY DAD AND HIS DRINKING...
BENDER '19

LEVEL VII

LESSON 4 - INFLUENCES

Purpose:

To help the student explore the influences his family and friends have on his life.

Terminal Objective:

The student will analyze his own opinions to determine who influences him and what or who may cause him to change his opinion.

Enabling Objectives:

1. The student will be able to defend his opinions on given issues.

2. The student will be able to evaluate others' opinions of given statements.

Learning Experiences:

(Teacher: You will want to change some of these situations to make them relevant to what's happening now.)

1. Divide the students into groups, distribute the "My Opinion" Form.

   A. Long hair on boys is a sign of rebellion against authority.

B. The school's dress code is too strict. If we demonstrate we'll force them to change the rules. What do clothes have to do with getting an education, anyway?

C. Signing petitions is wrong. If you want to change the rules, do it in a lawful way, through proper channels. Petitions don't mean anything, anyway.

D. Smoking is worse than drinking. At least alcohol doesn't cause cancer.

E. A teenager shouldn't be told when to be in at night. After all, he's not a kid anymore.

F. You can't know how someone feels until you have the same experience. Just like you can't tell what marijuana can do to someone unless you've tried it.

G. Under certain circumstances cheating might be O.K. There have been times when I've thought about it.

H. Being popular in school is very important. If you're unpopular, you're nothing.

2. Ask each group member to mark or circle one of the following for each statement:

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Each group should have a recorder who tallies the responses. The teacher writes on the chalkboard the numbers of those who strongly agree, agree, disagree, strongly disagree. Then in class discussion, ask the following questions:

A. Why did you agree or disagree?

B. Which of your reasons are based on fact? Which are based on something you heard your parents or friends say? Are there other reasons which cause you to feel the way you do?

C. How many of you agree with the stand your family takes on certain issues? How many of you agree with your friends? Do your family and friends take the same stand? Why do you agree with either your family or friends?

(Note: The next two activities are for advanced students or those students you know would be interested in doing them.)

1. Each group will take one of the statements and agree on an opinion. They will bring newspaper, or magazine articles (etc.) to support their opinion. (Give them time to do this, at the library or home, you may want to give them a day or longer. This is the logical place to divide this lesson.)

2. Each group then presents their statements and the evidence to support their stand. (They may want to have one person do this, or have a <u>debate</u> between two members of the group, or have a <u>panel</u> discussion conducted by the group. At any rate, both sides of the issue should be presented.

<u>Evaluation</u>:

Put students back into the original groups and ask them to again mark the "My Opinion" form (perhaps with a different color pen or pencil). Again, tally the responses on the chalkboard and compare these answers with the first scores. Conduct a brief discussion using the following as focusing questions:

1. How may changed or shifted your original stand?

2. Could we get a list of reasons why some of you changed or why you didn't change? (List on board).

3. Looking at these reasons what or who seemed to have the most influence over your opinions?

   (Possible answers: more facts, new way of looking at an issue, my friends, my parents, an experience I have had, etc.)

4. Can opinions be changed? Is it easy or difficult to change an opinion? Why do you think that is?

Materials:

Form, "My Opinion"
Articles you have collected to support statements.

"MY OPINION"

Circle the number which most closely expresses your opinion on the issue.

A. Long hair on boys is a sign of rebellion against authority

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

B. The school's dress code is too strict. If we demonstrate we'll force them to change the rules. What do clothes have to do with getting an education, anyway?

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

C. Signing petitions is wrong. If you want to change the rules, do it in a lawful way, through proper channels. Petitions don't mean anything, anyway.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

D. Smoking is worse than drinking. At least drinking doesn't cause cancer.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

E. A teenager shouldn't be told when to be in at night. After all, he's not a kid anymore.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

F. You can't know how someone feels until you have the same experience. Just like you can't tell what marijuana can do to someone unless you've tried it.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

G. Under certain circumstances cheating might be O.K. There have been times when I've thought about it.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

H. Being popular in school is very important. If you're unpopular, you're nothing.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

LEVEL VII

LESSON 5 - UNDERSTANDING

Purpose:

To help students understand that individuals do not always see themselves as others see them.

Terminal Objective:

The student will compare thoughts about himself with other students by rank ordering those that are most important.

Enabling Objectives:

1. Student will demonstrate verbally his thoughts about himself and others by participating in a group discussion.

2. Given a list of values, the student will rank them according to his preference.

   (Note: This lesson needs to be taught in one class period. It will take a full class period; so please study it before you teach it.)

Learning Experiences:

1. Divide the class into groups by numbering off: the ones meet in back of room in right corner, the twos meet in back of room in left corner and so on. (Group

size should be about 5.)

2. Instruct the groups to answer the following (each student in each group speaks so his group can hear him. Give about five minutes for #2-5, time should not be allowed to drag).

   A. State your name

   B. Tell who or what influenced you most in your life and how or why

   C. Tell who or what you'd like to be and why

3. After each student has done #2, the student on each student's left will tell what he remembers about that student.

4. Each student in the group will decide what color, car, or animal the student on the right of him represents to him and explain why he chose that description. (For example, a student may say another is the color "blue" because that student is gentle or kind or looks good in blue.)

5. Each student will now tell what color, car or animal he thinks he is and why he chose that description for himself.

6. On ditto sheets or chalkboard, teacher gives the following instructions.

   Here is a list of 18 items arranged in alphabetical order. You are to arrange them in order of importance to you. For instance, place a 1 next to the item that is most important to you and so on until you reach 18 which will be the least important item to you. Read the entire list first and take your time. (Teacher should also rank a list.)

____being able to do as I please
____being happy
____being in school activities
____being popular
____being sure my side of an incident is heard
____doing the right thing
____doing what is expected of me
____going to church
____having a boy (girl) friend
____have a true friend
____having fun
____having money to spend
____helping others
____listening to others
____making good grades
____pleasing my parents
____the clothes I wear
____the way I look

Materials:

Form, "What's Important To Me"

Evaluation:

After completing activity #6, look at the three items you selected as being most important to you. Write or give orally the reasons why you selected those three. Items could be written on board and a tally made to determine the most important items.

Note to Teacher:

You may want the student to keep this in his/her journal.

WHAT'S IMPORTANT TO ME!

Here is a list of 18 items arranged in alphabetical order. You are to arrange them in order of importance to you. For instance, place a 1 next to the item that is most important to you; a 2 next to the item that is second most important to you and so on until you reach 18 which will be the least important item to you. Read the entire list first and take your time.

_____ Being able to do as I please

_____ Being happy

_____ Being in school activities

_____ Being popular

_____ Being sure my side of an incident is heard

_____ Doing the right thing

_____ Doing what is expected of me

_____ Going to church

_____ Having a boy (girl) friend

_____ Having a true friend

_____ Having fun

_____ Having money to spend

_____ Helping others

_____ Listening to others

_____ Making good grades

_____ Pleasing my parents

_____ The clothes I wear

_____ The way I look

LEVEL VI

LESSON 6 - WHAT WOULD YOU DO?

Purpose:

To help students develop an understanding of responsibility.

Terminal Objective:

The student will make a judgment regarding the action he would take toward "Jim's Dilemma."

Enabling Objectives:

1. The student will be able to recommend a course of action and make a decision about what he would do in the same situation.

2. The student will be able to defend his decision.

Learning Experiences:

1. The student will read or be read the story "Jim's Dilemma".

2. After reading the story, ask the following questions:

   A. What do we know about Jim and his family from the story?

   B. How do you think Jim feels? (Be sure to emphasize feeling words.)

C. Has that ever happened to you or to anyone you know?

D. How did you/they feel?

E. What could Jim have done? (Suggestion: Record the ideas on the board so as not to lose any comments.)

F. Does anyone else have other ideas?

G. What would have been the consequences of the alternatives you suggested in E and F?

H. From a medical point of view, is smoking marijuana less harmful or more harmful than drinking alcohol? Why? Support your answer. (Teacher: Try to get a discussion of both short and long term effects.)

I. How does Jim feel about alcohol?

J. Can one get "hooked" on alcohol?

K. Why do you think he feels that way?

L. How do you think Jim's father feels about himself? Life in general? Jim?

Evaluation:

The student will write or give orally an ending to the story pretending he is Jim and include what he considers to be the way to handle the situation. Use evaluation form. Students may choose to role play their story endings.

(Some students may want to read and discuss their decisions, others may want to keep their decisions in a journal.)

(Teacher: To further the point of alternatives, use Strategy #24 in Values Clarification, Sidney Simon, et al.)

Materials:

For teacher resource use:

Resource sheet on "Understanding Alcohol and It's Effect"
Resource sheet on marijuana (See Appendix)

"Jim's Dilemma"
Evaluation Form, "Jim's Dilemma - A Solution"

"JIM'S DILEMMA"

Man! I'm glad to get away from home, Jim thought as he drove away from the curb. I get so tired of my old man stumbling around. I'm never going to drink like that. In fact, I'm never going to drink at all! It's worse than marijuana. All that ever happened to me when I smoked a joint was to get a little high. Boy! I really felt good last night.

Jim rounded the curb to Tom's. I think I'll go to Tom's and maybe we can go for a spin, Jim thought.

Mom won't care how long I'm gone and she won't say anything since I did all those chores for her. I really feel sorry for her after the old man's bout last night. He almost killed her.

Tom had been Jim's friend a long time. In fact, Tom had turned Jim on to marijuana. When Jim parked his cycle at Tom's house, it wasn't a second before Tom met him at the door. Jim noticed a sack in Tom's hand with a bottle in it. Tom was saying something about a drink before they went for a real ride.

Jim gulped. What was he going to do now? He couldn't tell Tom he didn't want to; he'd call him chicken. What should he do?

"JIM'S DILEMMA - A SOLUTION"

If I were Jim, I would handle his problem by....

LEVEL VII

LESSON 7 - RESPONSIBILITY

Purpose:

To help the student understand the relationship of rights to responsibilities

Terminal Objective:

Given a hypothetical situation, the student will make and defend a decision regarding Lisa.

Enabling Objectives:

1. The student will be able to differentiate between "rights" and "responsibilities."

2. The student will be able to list his own rights and responsibilities as a member of society, in a family, to a friend, and as a student.

Learning Experiences:

1. Put the words "rights" and "responsibilities" on the chalkboard and have students tell what the words mean. (If it's necessary to use a dictionary, do so; but generally students will give you the correct meanings.)

2. Have students list what they consider to be their rights and responsibilities in the categories below:

As a Student	
Rights	Responsibilities

As a Citizen (now or in the future)	
Rights	Responsibilities

As a Friend	
Rights	Responsibilities

As a Brother/Sister/Cousin (Family)	
Rights	Responsibilities

3. Each group chooses one of the following episodes and arrives at a group agreement. The notetaker in each group will report the following: 1) the decision, 2) why the group took that stand, 3) the consequences of the stand, and 4) alternatives to the stand.

   A. Your best friend has been smoking pot and is falling behind in his grades. He begins going around with older guys who are known to be shooting heroin. You have talked to him many times and tried to get him to stop. You know if you don't do something he'll start using hard stuff. What do you do?

B. Cindy's mother is an invalid and as an only child she has to take care of her mother in the mornings before school and right after school. All the money Cindy's father makes on his night shift is spent on a nurse to take care of her mother during the day when Cindy is in school.

Cindy paints very well. In fact, her art teacher entered one of her paintings in a contest and it won first prize. Now one of the judges wants Cindy to meet with his company's board of directors after school one day to discuss an offer for her to work in the advertising department on Saturdays. If she did work with the company, she might earn a scholarship to college, but then who would take care of her mother?

If Cindy hired a nurse for Saturdays it would take all the money she earned and what would her father say? He can't really afford a nurse another day of the week and he feels Cindy should spend more time with her mother. However, Cindy's father has always encouraged her in her artistic ability and has been proud of her achievements so far. What should Cindy do?

Evaluation:

After reading the story of Lisa, make a decision about what she should do and write or give orally the reason she should make that decision.

LISA'S DECISION

When Lisa won the essay contest she was so excited she didn't stop to consider that having $50.00 would soon be a source of worry rather than joy, as she now felt. She never had fifty dollars before--she had never even seen a fifty dollar bill. What would she spend it on?

As she tried to sleep that night, she kept thinking of the money. There were so many things she wanted. Then she thought of her sisters. Both of them needed new coats. It was winter and the coats they had were much too small for them and besides the moths had eaten holes in them. Then she thought of her parents. Both her mother and father worked hard. Everything they made went to take care of the five children. Nothing was left after paying for the necessities.

Lisa had been saving a little money from babysitting so she could go to camp. Her parents had told her she could go if she saved the money. The $50.00 was exactly the cost of the camp. However, $50.00 would really help the family right now. What should Lisa do?

(Teacher: Some students may want to share their decision with the class, others may prefer to record their decision privately in their journals.)

Materials:

Copies of episodes A and B (groups should choose which they prefer) and the Evaluation episode, Lisa's Decision.

EPISODES

A. Your best friend has been smoking pot and is falling behind in his grades. He begins going around with older guys who are known to be shooting heroin. You have talked to him many times and tried to get him to stop. You know if you don't do something he'll start using hard stuff. What do you do?

B. Cindy's mother is an invalid and as an only child she has to take care of her mother in the mornings before school and right after school. All the money Cindy's father makes on his night shift is spent on a nurse to take care of her mother during the day when Cindy is in school.

Cindy paints very well. In fact, her art teacher entered one of her paintings in a contest and it won first prize. Now one of the judges wants Cindy to meet with his company's board of directors after school one day to discuss an offer for her work in the advertising department on Saturdays. If she did work with the company, she might earn a scholarship to college, but then who would take care of her mother?

If Cindy hired a nurse for Saturdays it would take all the money she earned and what would her father say? He can't really afford a nurse another day of the week and he feels Cindy should spend more time with her mother. However, Cindy's father has always encouraged her in her artistic ability and has been proud of her achievements so far. What should Cindy do?

Evaluation:

After reading the story of Lisa, make a decision about what she should do and write or give orally the reason she should make that decision.

LISA'S DECISION

When Lisa won the essay contest she was so excited she didn't stop to consider that having $50.00 would soon be a source of worry rather than joy, as she now felt. She never had fifty dollars before--she had never even seen a fifty-dollar bill. What would she spend it on?

As she tried to sleep that night, she kept thinking of the money. There were so many things she wanted. Then she thought of her parents. Both her mother and father worked very hard. Everything they made went to take care of the five children. Nothing was left after paying for the necessities.

Lisa had been saving a little money from babysitting so she could go to camp. Her parents had told her she could go if she saved the money. The $50.00 was exactly the cost of the camp. However, $50.00 would really help the family right now. What should Lisa do?

DECISION

Lisa should do _____

_____

_____. Because _____

_____

_____

LEVEL VII

LESSON 8 - ALCOHOL DECISIONS

Purpose:

To help the student consider what he would do in particular situations dealing with alcohol.

Terminal Objective:

Through class activity, the student will express his attitude toward using alcohol. Student will answer and discuss questions on "My Alcohol I.Q."

Enabling Objectives:

1. Each student will be able to participate in a group decision regarding alcohol use by using information from a hypothetical situation.
2. Following a self test on effects of alcohol use, students will reconsider his original decision regarding alcohol use.

Learning Experiences:

The factual information included in this lesson was taken from "Thinking About Drinking," a United States Department of Health, Education and Welfare, Public Health Service Publication No. 1683, 1972.

(This lesson will take more than one class period if all the situations are used. The teacher may choose to use one situation from each category or one category a day.)

1. Divide the students into groups or four or five and give a ditto sheet with the following situations and questions. (Encourage students to think of other solutions in addition to the ones given.)

   A. What does a family do when....

      1) You come home to find one of your parents drunk? (Does the family try to carry on as if there were no problem? Does the family consult the family doctor? Does the family try to talk the drinker into calling the local Alcohol Anonymous group or the community's mental health or alcoholism clinic?)

      2) The parents are nondrinkers and their teenager is wondering whether to drink? (Do the parents decide their teenager will not drink? Does the teenager make a decision on his/her own? Do the parents and teenager discuss the question together before any decision is made?)

   B. What does a girl do if....

      1) She sees her brother getting high at a party? (Does she ignore it? Does she ask him to stop drinking? Does she ask one of his friends to talk to him?)

      2) She doesn't like drinking but her girl friend wants her to accept a drink. (Does she accept the drink in order to keep her friend from getting angry at her? Does she refuse to accept the drink

regardless of how her friend feels? Does she laugh and try to joke her friend out of the situation?)

C. What does a boy do if....

1) He feels high when it's time to leave a party. (Does he call for a cab? Try to act as if he isn't high? Ask a friend if he can spend the night with him?)

2) His parents ask where he's going when he's headed for a party, at which he knows there will be drinking. (Does he tell about the drinking? Tell them where he'll be but not mention the drinking? Make up a story about where he's going?)

D. What does a young person do if....

1) He/she is at a party where everyone urges him to have a drink? (Does he take one drink, sip it slowly, and eat a lot? Refuse the drink, saying that he's in training for football, even if he isn't? Taste a drink and later pour the rest of it down the drain? Pretend he has a drink when in reality it's really Coke or 7-Up?

2) He/she finds beer being served at a party? (Does he accept the beer, anytime, anywhere? Ask himself whether he really wants the drink and why? Consider the particular circumstances of the party?)

3) He/she has never had a drink and wants to see what it's like? (Does he ask his parents to let him drink with the family? Experiment at home when his parents are away? Experiment at a friend's house?)

2. Each group is to decide the best solution(s) and defend them. These solutions may be written or given orally by a group recorder.

3. Each recorder then shares with the rest of the class his group's solutions.

Materials:

Copies of "My Alcohol I.Q."
Copies of Episodes A-D
Old magazines (Optional)

Evaluation:

The student will answer the questions on "My Alcohol I.Q.", true or false. Discuss the correct answers later. This is a self test on the student's knowledge of alcohol use. Encourage students to reflect back on his decisions in the episodes and ask if he would change his position now that he has more data? (Exert no pressure.)

and

The student may decorate his journal cover or make a poster or collage with pictures from magazines (etc.) which reflect his attitude toward using alcohol, toward himself, toward his friends, parents, teachers, etc.

These should be displayed on the bulletin board and, if the student wishes, explained to the class.

or

The students could be grouped and create a drawing of the group's attitude toward itself, alcohol or others.

MY ALCOHOL I.Q.

Answer the following questions, true or false, on alcohol:

1. Alcohol is a drug._____
2. Alcohol is a food._____
3. In the body, alcohol is digested just as food is._____
4. In the body, alcohol is burned up just as food is._____
5. Because it is a stimulant, alcohol tends to pep a person up._____
6. Everyone's body reacts the same way to the same amount of alcohol._____
7. Alcoholic beverages can be fattening._____
8. Alcohol in any quantity will damage organs in the human body._____
9. A person can die of alcohol poisoning._____
10. All alcoholic beverages are equally strong._____
11. Liquor taken straight will affect a person faster than liquor mixed with something else._____
12. A person will get drunker on vodka or gin or rum than on the same amount of whiskey._____
13. Switching drinks will make a person drunker than staying on one kind of alcoholic beverage._____

14. A person can sober up quickly by drinking black coffee and dousing his head with cold water._____

15. It is risky to drive a car right after having a drink._____

16. Drunkenness and alcoholism are the same thing._____

17. Anyone who drinks at all is likely to become an alcoholic._____

18. Alcoholics can be helped._____

19. There are certain symptoms to warn people that their drinking may be leading to alcoholism._____

ALCOHOL RESOURCE DATA

1. (True) Alcohol is a special type of drug; it affects the nervous system after it reaches the brain.

2. (True) Alcohol is called a food because it contains calories. But it is not a proper substitute for usual foods in a balanced diet since it is almost completely lacking in the many other nutrient needs for growth and maintenance of good health.

3. (False) Alcohol does not have to be digested slowly, as most other foods must be, before reaching the blood stream. Alcohol is immediately absorbed into the blood, passing directly through the walls of the stomach and the small intestine. The blood rapidly carries it to the brain. This is why alcohol may affect a drinker so quickly.

4. (True) The body burns up alcohol through the process of oxidation - a series of chemical changes that enables food to release energy. Oxidation takes place mostly in the liver, which needs about one hour to burn up 1/2 ounce of alcohol; this is the amount contained in one beverage highball, one glass of wine, or one can of beer. Meanwhile, the unoxidized alcohol remains in the blood stream and continues to have an effect on the brain.

5. (False) Alcohol is generally a depressant, not a stimulant; but sometimes a drinker imagines that he is being pepped up. This is why:

   Alcohol's first effect on the brain is to slow down the brain area that controls judgment and thought. Thus, alcohol may interfere with a person's normal ability to do certain mental tasks; to remember; to understand; to reason; to make decisions.

   In slowing down this area, alcohol releases the drinker's inhibitions which usually guard his behavior. Since he is less inhibited, more relaxed, he may at first feel unusually free-and-easy and gay. But his nervous system is being depressed, not stimulated; and this

depressant action increases if the person continues to drink.

Alcohol also tends to slow down the brain area that controls muscular coordination. Thus, alcohol may also interfere with a person's normal ability to do certain physical tasks: to coordinate movement of his arms and legs; to speak clearly; to balance himself.

If a person takes in alcohol faster than his body can oxidize it, the alcohol concentration in his blood will increase. As the alcohol concentration builds up, his reactions become less and less dependable when he tries to reason, to remember, to coordinate the muscles that help him to stand, move, drive. With the depressant action increasing, relaxation may give way to feeling high, then drunk, and finally - if he continues to drink - to passing out.

6. (False) Reactions to alcohol vary tremendously. Different people react differently to the same amount of alcoholunder different circumstances.

   Reactions depend on many complex factors. A person may be influenced by physical factors; how fast he drinks; whether he has eaten; the type of beverage; his body weight; his body chemistry. He may also be influenced by psychological factors: the situation he's in; his mood; his attitude toward drinking; his drinking experience.

7. (True) Alcohol is higher in calories than sugars and starches, although lower than fats. An ounce of liquor contains about 70 calories, the equal of a fried chicken drumstick. A 12-ounce can of beer contains about 150 calories, the equal of one frankfurter. The calories in alcohol can contribute to overweight. However, if alcohol is substituted for a balanced diet, the person may suffer from malnutrition.

8. (False) Moderate amounts of alcohol usually do not harm body organs in the well-nourished person. But large amounts and high concentrations of alcohol may lead to irritation or inflammation of parts of the

digestive system; prolonged and heavy drinking may seriously affect the heart, liver, stomach, and other organs.

9. (True) If a person rapidly gulps down an unusually large amount of alcohol (more than a pint), it may kill him.

10. (False) Alcoholic beverages are made from two different processes - fermentation and distillation. Distillation creates beverages containing higher concentrations of alcohol.

    Wines and beers are fermented beverages. Most beer made in the United States contains about 4 percent pure alcohol. Ordinary table wines (such as burgundies, sauternes) contain up to 14 percent pur alcohol. Dessert or cocktail wines (ports and sherries, for instance) are fortified with extra alcohol, increasing the alcohol content to 18 to 21 percent.

11. (True) Straight liquor reaches the brain faster because it is absorbed into the blood stream faster than liquor which is diluted.

    But when liquor is diluted, what you use as a mixer has an influence on absorption of the alcohol. The carbonation in soda or ginger ale will speed the passage of the alcohol through the stomach. Thus, the alcohol in liquor diluted with water is absorbed somewhat faster; and the alcohol in straight liquor is absorbed fastest of all.

12. (False) The flavor of the liquor does not affect the drinker. It's the alcohol content that affects him. Each liquor has a different flavor because each is made from different ingredients. Whiskey is made from grain such as corn, barley, rye; vodka from corn, other cereals, and potatoes; rum from molasses; gin from alcohol flavored with juniper berries.

    But all ordinary liquors have roughly the same alcohol content. With most vodkas, gins, whiskies, rums, 1 ounce contains about 1/2 ounce of pure alcohol.

13. (False) Switching, or mixing, won't make you drunker because the degree of drunkenness is determined by the total amount of alcohol your blood absorbs, not by the flavor of the beverage. However, for some people switching is more likely to cause nausea and vomiting, possibly because of the different flavorings and mixers used.

14. (False) Nothing can speed the sobering-up process because your body oxidizes alcohol at a steady rate. Coffee can help keep you awake, but it won't improve your judgment or sharpen your reactions. A person who is drunk can only wait for his liver to burn up the alcohol, at the rate of about one hour for every 1/2 ounce of alcohol he has drunk.

15. (True) Under certain circumstances, one drink may affect a driver's judgment, may interfere with his normal alertness, especially if he is an inexperienced driver or an inexperienced drinker. He may become overconfident, careless, more likely to take chances, running through a red light, passing on a curve, speeding. To be absolutely safe, anyone should wait at least an hour, after having a drink before he drives. If he cannot wait, he should find a non-drinker to take the wheel.

16. (False) Drunkenness is temporary loss of control over one's reactions and behavior while drinking alcohol. Anyone who drinks immoderately at one time or another may become drunk.

    Alcoholism is a serious illness. The alcoholic person loses control of his drinking. He is dependent on alcohol; and his drinking interferes with some vital part of his life - his work, his family, his emotional or physical health. He may feel that drinking offers him not only escape, but actually the only satisfaction he can find in life.

17. (False) Out of about 80 million people in the United States who use alcohol, 9 million are estimated to be alcoholic persons. Doctors do not know why some people become alcoholic; most experts believe that it is a combination of physical, psychological, and sociological causes. The person who drinks to escape from his emotional problems and the pressures of everyday living is probably more likely to become an alcoholic individual.

18. (True) In many cases. Medicines and psychiatric treatment are used by doctors to help the alcoholic person stay sober and learn to handle his problems effectively without alcohol. Many people have also been helped by Alcoholics Anonymous, by religious guidance, and by vocational rehabilitation workers. But no single method of treatment works for everyone.

19. (True) These signs may be warnings: The person's drinking increases, especially his drinking alone. He may seek excuses to drink, or drink on the sly, or need to drink early in the morning. He may gulp drink after drink. He may "black out". (This is temporary loss of memory, not loss of consciousness.

At this point, a person may be treated effectively if he consults his physician or minister, or a counselor, psychologist, or psychiatrist. Without treatment, he faces uncontrolled drinking, frequent drunkenness, and addiction to alcohol.

EPISODES A - D

A. What does a family do when . . .
   1) You come home to find one of your parents drunk? (Does the family try to carry on as if there were no problem? Does the family consult the family doctor? Does the family try to talk the drinker into calling the local Alcohol Anonymous group or the community's mental health or alcoholism clinic?)
   2) The parents are nondrinkers and their teenager is wondering whether to drink? (Do the parents decide their teenager will not drink? Does the teenager make a decision on his/her own? Do the parents and teenager discuss the question together before any decision is made?)

B. What does a girl do if. . .
   1) She sees her brother getting high at a party? (Does she ignore it? Does she ask him to stop drinking? Does she ask one of his friends to talk to him?)
   2) She doesn't like drinking but her girl friend wants her to accept a drink. (Does she accept the drink in order to keep her friend from getting angry at her? Does she refuse to accept the drink regardless of how her friend feels? Does she laugh and try to joke her friend out of the situation?)

C. What does a boy do if. . .
   1) He feels high when it's time to leave a party. (Does he call for a cab? Try to act as if he isn't high? Ask a friend if he can spend the night with him?)
   2) His parents ask where he's going when he's headed for a party, at which he knows there will be drinking. (Does he tell about the drinking? Tell them where he'll be but not mention the drinking? Make up a story about where he's going?)

D. What does a young person do if . . .
   1) He/she is at a party where everyone urges him to have a drink? (Does he take one drink, sip it slowly, and eat a lot? Refuse the drink, saying that he's in training for football, even if he isn't? Taste a drink and later pour the rest of it down the drain? Pretend he has a drink when in reality it's really Coke or 7-Up?)
   2) He/she finds beer being served at a party? (Does he accept the beer, anytime, anywhere? Ask himself whether he really wants the drink and why? Consider the particular circumstances of the party?)
   3) He/she has never had a drink and wants to see what it's like? (Does he ask his parents to let him drink with the family? Experiment at home when his parents are away? Experiment at a friends hous?)

LEVEL VII

LESSON 9 AND 10 - RULES

Purpose:

To help the student understand the role or rules or laws in a just society.

Focus:

Responsibility

Materials:

None

Terminal Objective:

Student will decide if rules are necessary for a given situation and formulate guidelines consistent with that decision.

Enabling Objectives:

1. Student will be able to describe the decision-making process, stating alternatives and consequences.
2. Student will be able to formulate qualities necessary for a leader.

Learning Experiences:

Teacher: Set the scene for the class.

You are all astronauts in a space ship. Just as the ship is crash landing on another planet, the radio connection with Houston is broken. You are on your own.

1. What will you do? (Teacher: Focus on the process of establishing rules and choosing leaders. Record rules on butcher paper so class can refer back to them.)

2. What do you believe is the best way to pick a leader? Why? What qualities should a leader have? What powers should a leader have? What duties? (All answers should be listed on the chalkboard.)

3. As a class, choose a leader in a manner suggested by the class. A brief discussion of the qualities necessary for a leader in this situation might be appropriate. (Students may want to have an election.)

4. You have chosen a leader. Now, what dangers or problems do you think you're going to have on the moon? (They might say such things as: no air, but some stored in tanks on ship; no water or food, except for what they brought; weightlessness because of little gravity; extreme temperatures, etc.)

5. How can you solve these problems? The class might suggest committees to ration food and water; to fix radio; stand guard; etc. The elected leader could take over responsibility for this task. The following statements can guide the leader and class in formulating rules:

How can we keep everyone from trying to get more than their share of food and water? (We set up rules.) What qualities should rules have? What kind of rules can you set up? (Work hours, guard duty, no stealing, no fighting, explore in pairs; off limits places and distances, etc.)

What if someone breaks one of the rules? (We need punishments) What kind of punishments can you set up? (Extra guard duty, no meals, etc.)

(Teacher: This is a good place to stop after you have listed the answer to the questions, so you might ask:

Do you think the rules we made were necessary? Why? What could happen if no rules were made?

Then:

We will continue this lesson. Meanwhile, think of other things you would like to add to our list.

LESSON 9 - (Next Day)

Learning Experiences:

1. Teacher: Review the procedures and rules adopted yesterday.

2. Say, "Suppose only a guard were left and all the rest of you went on a exploration. When you returned, some food was missing." What should you do? The group may decide to have a trial to determine the guard's guilt or innocence.

Using the role play cards on page 62 enact a trial. Jury members and a foreman should be selected, though these role play cards are not included*

Answer the following: (These questions can be answered without an actual trial.)

A. Why should the guard accused be given a trial? (Innocent until proven guilty; individual freedom.)

B. Do you feel there are any differences in rules set up for this (our) society and the society on another planet? Can you name them?

C. Do you believe rules are necessary for society? Why?

D. What do you think would have happened if no rules had been established on the moon? Do you think the guard would have been thought guilty if no rules had been established?

Evaluation:

Divide students into groups of five. Give them the situation described below and tell them to come up with a survival plan. Suggest that they reflect back over the last two lessons, but they are free to choose any plan the group thinks will be successful.

*Note: Students will need time to organize for the role play activity. Give them a specified period of time; do not allow the activity to drag. Feel free to expand the role play characters or encourage students to build the type of character they want the role to reflect.

EVALUATION SITUATION

Pretend you are one of a dozen survivors of an airplane crash. The crash site is in a remote, rugged mountainous area and several days, perhaps weeks will likely pass before you can hope to be rescued. The supply of food, water and blankets is limited. Decide on a plan or organization which you think will help the dozen people survive for perhaps two to three weeks.

ROLES

GUARD (THE DEFENDANT)

You are the guard. You are angry because you didn't want to be left behind to guard the food. You may pretend you did not take the food or you may pretend you took it because you were angry.

LAWYER (FOR THE GUARD)

You are willing to do anything to get your client off. You don't really know whether or not he's guilty, but he's your client and you are representing him. You are willing to say he was insane at the time (because of his anger) in order to get him a probated sentence.

PROSECUTOR

You are determined to convict the guard. All your evidence has shown you he is guilty. You do not believe he was insane at the time. You are representing the people and you believe they have been used by a selfish law breaker.

JUDGE

You are a fair person, trying to do what you believe is your duty. You don't want the jury swayed by an emotional trial.

MEMBER OF THE EXPLORATION GROUP - WITNESS #1

The exploration part was necessary to gather information about the place where we will all be living. This is a strange place and the food supply had to be protected. The guard has acted irresponsibly by not properly carrying out his assigned duty.

MEMBER OF THE EXPLORATION GROUP - WITNESS #2

The guard was frightened at being left behind and was unsure if the party would even return. You know he has a special illness and the missing food is probably necessary to sustain his diet.

LEVEL VII

LESSON 11 - GOING ALONG

Purpose:

To help students realize that actions have consequences regardless of the reason motivating the action.

Focus:

Friendship

Prerequisites:

Experience in "rank ordering"

Materials:

Form, "Chris' Dilemma"

Terminal Objective:

Student will generate solutions resulting from "Going Along," and analyze the possible consequences of the solutions.

Enabling Objectives:

1. The student will be able to share his opinions after reading the story, "Going Along."

2. Student will be able to inventory his own concept of "friend."

3. Student will explore various consequences for a solution to Chris' dilemma.

Learning Experiences:

1. Read the story, "Going Along." (Teacher: If you feel the boys in your class will hesitate to respond, substitute boys' names for those in the story.)

2. Orally, have students answer questions on Chris' Dilemma Form. They should be allowed to fully discuss each alternative. All answers should be accepted without judgmental comments from the teacher.

3. Ask students to stop after #C and conduct a brief discussion allowing students to say why they responded to the questions as they did.

4. Now, ask students to rank order the alternatives in D-G and answer H.

5. Now, ask the following questions:

   What do you think happened to Nancy?

   How do you think she felt?

   Have you or a friend of yours ever had an experience like this?

   How did you/your friend feel?

   What do you think Chris should do?

   Why?

Evaluation:

Following the rank ordering and class discussion, put students into groups of five. Ask each group to decide what Chris should do. Record each solution on the board and ask the class to generate consequences which could occur as a result of the various solutions. The class may want to agree on one best solution or it may want to leave the possibility open for several courses of action. It is important for students to thoroughly explore the feelings, solutions and consequences of this episode.

CHRIS' DILEMMA

Place an X in the blank by the response you choose.

A. "Going Along" means

1) doing what a friend wants me to do____

2) doing only fun things____

3) doing what I think is right____

B. I would rather be

1) Chris____

2) Susan____

3) Nancy____

C. If I were Chris, I would have

1) called Nancy____

2) walked out____

3) tried to persuade Susan to do something else____

D. If you had a personal problem who would you go to?

1) Chris____

2) Susan____

3) Nancy____

E. Who would you tell a secret to?

1) Chris____

2) Susan____

3) Nancy____

F. With whom would you like to spend a Sunday afternoon?

1) Chris____

2) Susan____

3) Nancy____

G. Which is most important in friendships?

1) Loyalty____

2) Honesty____

3) Kindness____

4) Other____

H. What are the consequences of "Going Along?"

_____

_____

_____

_____

_____

GOING ALONG

It was 8:20 when Nancy came to Homeroom for the first time. She looked funny in her faded dress, and her hair was stringy and unbrushed. Chris immediately felt sorry for her but that feeling changed when Susan whispered, "What a creep! She's stupid looking!"

Susan was Chris' best friend and if Susan thought Nancy was stupid, she probably was. Chris hoped Susan would invite her home this afternoon. They always had such fun. Susan's mother always had cookies and cokes for them and Susan didn't have to help her mother clean the house. Chris wished she didn't have to, but as she thought how hard her mother worked she began feeling bad that she had resented helping. After all, she didn't have a father to provide for her and her mother was doing the best she could. And she did value Susan's friendship.

During lunch Nancy always sat alone away from everyone. Four months had passed and she had never said a word in class. In fact, she never talked at all. Nobody liked her -- she was dumb.

"Come over this afternoon and we'll make Christmas cards," Susan said one day. "Mother's going shopping so we'll have peace and quiet."

"Okay, but I have to be home at five so I can wash the dishes before Mom comes home," Chris answered.

"I don't know why you put up with that," Susan said hotly. "You're a slave! I'd tell my mother to forget it!"

"Well, I have to. She's tired and all when she gets home and there's just the two of us," Chris replied.

The bell rang and as Susan and Chris walked down the hall, they noticed Nancy was beside them. Chris said, "Hi" and just as she started to say something, Susan said, "If you're my friend, you won't talk to anyone else."

Chris was startled but muttered, "I am your friend. I just said 'hi'." Susan stomped off and the tardy bell rang as Chris and Nancy stepped into the reading lab.

Later, as they walked to Susan's house she said angrily, "If you're my friend, you'll call Nancy and tell her she's dumb."

"I can't do that; that's not right," stammered Chris.

"Okay, just don't come over here anymore," Susan said coldly.

Gosh, Chris thought, I like Susan. I don't want to lose her friendship. She's my best friend. Maybe just one call. "Well, okay, Ill disguise my voice," she said.

"Hello," said Nancy.

"You dummy! Why don't you drop out. You're so dumb!' Click. Chris felt sick inside.

"Hey! That was good," said Susan. "Let's do it again."

"No, you do it. I can't do it again."

"Fraidy cat," Susan remarked as she dialed Nancy's number.

"Hello," answered Nancy.

"Stupid! You wear funny clothes. Why don't you split?" Susan yelled.

Bam! went the receiver. "Boy, we got her," Susan laughed. "Come on, let's do our Christmas cards."

Late that night, Chris was still tossing and turning, thinking of Nancy. She felt sick inside and wanted to tell her mother, but she was afraid of what her mother might say.

She wondered how she could face Nancy again. If she told Nancy what she and Susan had done, Chris knew she would feel better - but what about Susan? She would never speak to her again!

LEVEL VII

LESSON 12 - DECISIONS

Purpose:

To help the student realize the importance of consequences and the role they play in decision making.

Focus:

Affection, loyalty

Materials:

Form, "Five Step Decision Making"

Terminal Objective:

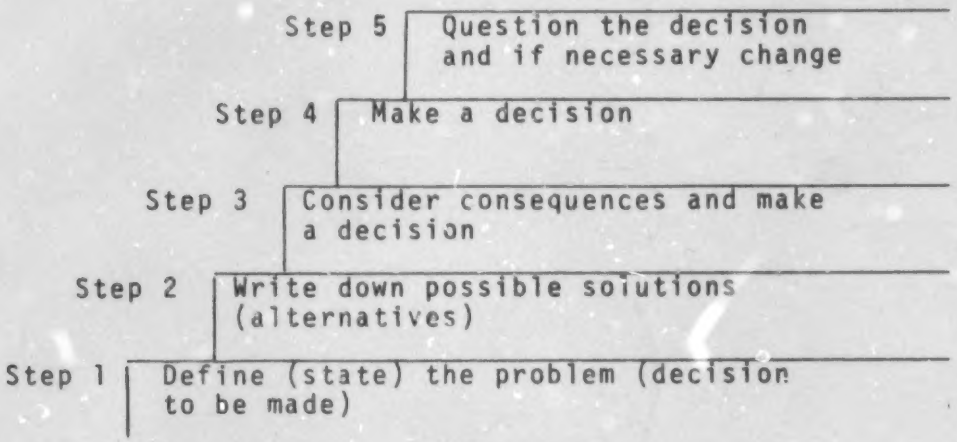
The student will make a decision using the decision making process; he will be able to list alternatives and evaluate his decision.

Enabling Objective:

1. The student will demonstrate five steps in the decision making process.
2. The student will be able to express his thoughts through participation in group discussion.
3. The student will apply the decision making process to a given situation.

Learning Activities:

1. The teacher will put the steps of decision making on the chalkboard or hand out to students on a ditto sheet:



2. Read one of the following episodes to the class:

   A. As you are walking home from school, or riding the bus home from school, your best friend tells you he is on heroin.

   B. Shoplifting at the local convenience store and it is really a gas.

   C. Planning to run away from home.

   Using the five step decision making process, how would you solve this problem? Do this one in class orally. Allow the answers to come from the students. The examples here are for illustration purposes only. (Teacher: You may wish to use another example. If so, be

sure all steps are followed. Write the suggestions on the board so pupils can visualize the process and retain the data.) This should not run more than 10 or 12 minutes so that enough time is left for evaluation.

Step 1 - Define the problem:

My friend is on heroin

Step 2 - Possible solutions (alternatives):

Try to talk to friend about getting help

Tell his parents

Tell the police

Get advice from someone you trust (a counselor, teachers, etc.)

Find out the address and telephone number of any agency that helps drug addicts and try to talk your friend into calling them.

Step 3 - Consider the consequences for each solution:

a. He might get in trouble

b. Someone he trusted could point out the risks of heroin use

c. You might lose his friendship

(Make a decision on what you are going to do- one or two of the solutions or any other the group might decide on.)

Step 4 - Act on that decision:

Specify the action you would take in view of Steps 2 and 3.

Step 5 - Evaluate the decision and make changes if necessary:

(Ask the following questions)

a. Would this really help my friend?

b. Could I have done something else?

c. Was it the best decision?

Evaluation:

Now have students use the five-step process in the following situation: (Complete Five Step Decision Making Form)

Divide the students into groups of four or five. Instruct them to proceed through the decision making process.

After each group is finished, ask that the group decision be shared with the entire class.

Early in the school year, you decided to share lockers with a girl or boy friend. One day the assistant principal asks if he can search your locker because he was told you had some marijuana in it. You agree to let him. Marijuana is found in the locker. Possession of drugs means suspension for the rest of the year. The principal might blame your girl/boy friend if you say it isn't yours. What should you do?

(Teacher: If you wish to use another example, do so.)

FIVE STEP DECISION MAKING FORM

Early in the school year, you decided to share lockers with a girl or boy friend. One day the assistant principal asks if he can search your locker because he was told you had some marijuana in it. You agree to let him. Marijuana is found in the locker. Possession of drugs means suspension for the rest of the year. The principal might blame your girl/boy friend if you say it isn't yours. What should you do?

Step 1 - Define the problem

Step 2 - Possible solutions

Step 3 - Consider the consequences for each solution

Step 4 - Act on that decision

Step 5 - Evaluate the decision and make changes if necessary

LEVEL VII

LESSON 13 - WANTING A BICYCLE

Purpose:

To help students understand the obligation one person has to another in a particular situation.

Focus:

Honesty
Reciprocity

Materials:

Filmstrip "Wanting a Bicycle"
Projector
Cassette player

Terminal Objective:

The student will analyze the information in the filmstrip and make a judgment regarding what he would do in a similar situation.

Enabling Objectives:

1. The student will participate in a discussion of the filmstrip "Wanting a Bicycle."
2. The student will make a decision on the questions asked following the filmstrip.

Learning Experiences:

1. The teacher will show the filmstrip "Wanting a Bicycle."

2. In groups and with a recorder in each group, the student will discuss the following questions:

   A. Briefly summarize the story.

   B. How do you think John felt?

   C. What could John decide to do about receiving more money than Mrs. Arrzza or Mrs. Taddeo intended to give him?

   D. What alternatives are open to John?

   E. What are the possible consequences of each alternative you have named?

   F. Has anything like this ever happened to you or someone you know?

   G. How did you or they feel?

   H. How did you or they solve the problem?

3. Each group's recorder will share its decision with the class orally.

Evaluation:

On the basis of information presented in the film, what do you think is the best solution? Give at least one reason for choosing that solution. (This can be an individual response or a group consensus. Let oral responses be voluntary.)

LEVEL VII

LESSON 14 - OPINIONS

Purpose:

To help the student understand that opinions among peers may differ.

Focus:

Respect, Understanding, Tolerance

Materials:

"Opinion Poll" Form

Terminal Objective:

As a result of taking an opinion poll, the student will illustrate differences of opinion on controversial issues.

Enabling Objectives:

1. The student will verbally defend his opinion on particular issues.
2. The student will tally the different opinions of his classmates.
3. The student will make evaluative statements based on the results of the poll.

Learning Experiences:

1. Have the class name at least ten controversial issues they would like to discuss. Write the suggestions on the chalkboard. Suggestions could be:

   Sexually integrated athletic teams

   School dress code (length of boys' hair, length of girls' skirts)

   Environmental controls placed on cars

   Legalization of marijuana

   Capital punishment for convicted murderers

2. Ask students to volunteer their opinions on these issues without "research," depending only on what they already know and think.

3. Ask for students to volunteer an opposite opinion on what has been said. (You may want to take each issue and its rebuttals last.) Write rebuttals on chalkboard or butcher paper, perhaps making two columns.

4. Have each student take one of the issues and summarize any facts he/she may know, citing sources if possible. Some students may insist on verification of data. (Be sure to give enough time to complete this.)

5. Volunteers may continue to share their findings and state their own opinions regarding issues until all who wish have spoken.

(Teacher: You may want the Evaluation to be done the next day.)

Evaluation:

Ask students, individually or in pairs or triads, to select an issue and conduct an opinion poll of a number of students, as many as possible, and bring the results to the next class. The issue can be one discussed in class or students may choose a different one. Let the choice come from the student.

Example: Do you believe students should have a voice in formulating the student dress policy?

Agree strongly
Disagree strongly
Agree somewhat
Disagree somewhat
or
Yes, no, sometimes
or
Agree, Disagree

The student should compute the responses and make a statement or two which he feels reflects the feelings of the students he sampled. If his own opinion changed because of the findings or responses to the poll, ask him to discuss why that happened.

The student may find it necessary to design a questionnaire in order to fully explore his issue. In other words, a simple "Do you agree or disagree with school policy regarding hair length?" may not be enough. The student may want to find out what hair length his fellow students think is appropriate; who should make the policy; should students have a voice in the policy; and what should the penalty be if the policy is broken. Encourage students to write the questionnaire or poll so that he can fully explore the issue. Students may find the "Opinion Poll" Form helpful.

After each pair or triad has reported the findings of the poll, ask each group to make one statement regarding reasons why people hold different views on issues. A brief discussion following the statements may clarify ideas and opinions.

OPINION POLL FORM

Do you believe...

Agree strongly _____

Agree somewhat _____

Sometimes _____

Disagree _____

Disagree strongly _____

Disagree somewhat _____

Most students I (we) polled feel _____

_____

_____about the above question.

LEVEL VII

LESSON 15 - "NOT WHAT IT SEEMS"

Purpose:

To help the student realize that things, situations, people, etc., are not always what they seem to be on the surface.

Focus:

Responsibility, affection

Materials:

Form, "Guidelines for Decision Making"

Terminal Objective:

From a hypothetical situation, the student will analyze a decision and develop guidelines for responsible decision making.

Enabling Objectives:

1. The student will be able to describe his own feelings about Steve after reading, "Not What It Seems."
2. The student will defend his opinion about the actions of Steve and his classmates.
3. The student will be able to synthesize the ideas discussed.

Learning Experiences

The student will read or be read the story, "Not What It Seems" and will discuss the following questions:

A. Tell briefly what happened in the story.

B. What decision did Steve's classmates make? How do you think this affected Steve's decision?

C. Characterize Steve. Do you know anyone like Steve? Does the description of Steve make you like him? Why?

D. How do you think Steve felt?

E. Has anything like this ever happened to you or someone you know?

F. How did you or they feel?

G. Was there anything else Steve could have done?

H. If you had been Steve what would you have done?

I. Does anyone else have any ideas?

J. Why is the story titled "Not What It Seems?"

K. Would it be possible for a situation like the story "Not What It Seems" to happen to us?

L. Would we want a situation like this to occur? Why? Why not?

M. What could we do to prevent something like this from happening to one of us? (Teacher: Try to get as many suggestions for guidelines for making character judgments as possible.)

Evaluation:

Following a thorough discussion of "Not What It Seems," students will probably have some good ideas for "guidelines" which can assist them in decision making when faced with similar character judgment situations. (Refer to Lesson 12 - Decisions.)

Place students into groups of four. Each group will complete the "Guidelines for Decision Making" form. Later, one person from each group will record the guidelines on the chalkboard. After all groups have have reported, try to organize the various suggestions into one workable plan. This plan could be posted in the room as a reminder of the process to be followed when such situations arise.

NOT WHAT IT SEEMS

Steve had been at Pinemont Middle School for only two days when the question of who had stolen Sally's five dollars occurred. Obviously, the money had been stolen - her purse was found around the corner from the school that very day.

Several classmates felt Steve was the culprit. He was so quiet and withdrawn and some of them had noticed how he had furtively looked at the purse. After all, Steve had been the only one in the room during lunch, and that's when Sally missed it. He had to be the one!

When Mrs. Watson asked Steve about the purse, he didn't say anything. No confession, no denial, no nothing! Things began to really point to Steve.

Several days after the incident, Steve left Pinemont for good. It was some time later that the class found out what had happened. It seems that Tom had really been the culprit and

Steve had seen him. Tom had come in the class at noon, pretending to get his sweater. As he leaned over to pick it up, one hand reached into Sally's desk where her purse was. Steve had seen him although Tom had thought he hadn't.

There was a lot of discussion among the classmates about the whole thing for months after. Would Steve had stayed at Pinemont if the class had not convicted him in their minds?

GUIDELINES FOR MAKING CHARACTER JUDGMENTS

(Refer to Lesson 12 - Decisions)

When making a decision I will follow these steps:

First: _____

_____

Second: _____

_____

Third: _____

_____

Fourth: _____

_____

Fifth: _____

_____

LEVEL VII

LESSON 16 - HANDLING EMOTIONS

Purpose:

To help the student learn how to handle his emotions and understand that emotions should be acted out responsibly.

Focus:

Affection
Responsibility

Materials:

Form, "Episodes"

Terminal Objective:

The student will analyze the emotions displayed in role play situations and suggest alternative ways to act out emotions responsibly.

Enabling Objectives:

1. The student will be able to discuss personal ideas and opinions about emotions.

2. The student will be able to act out his own emotions in hypothetical situations or observe others' emotions in hypothetical situations and interpret them.

Learning Experiences:

1. Discuss the following:

   A. In what ways do people show their emotions?

      (In actions; hitting someone, throwing something; in words; tone of voice, expression, posture, eyes, laughing, crying, screaming, etc.)

   B. Do you think a person can act out hurt feelings against the wrong people? Can you give an example?

   C. Do you think it's easier to handle your feelings once you admit to yourself you have them? Why? Why not?

   D. Do you think even small children have real feelings? Can you think of an example that you have seen?

   E. Do you think it's wrong to show your emotions? Which ones? Why?

   F. Why do you think a public speaker often has a glass of water on the stand by him?

   G. Do you sometimes say one thing and your body another? Can you give an example?

2. Using episodes on "Role Play Form" students are to role play the following situations. You can select or have students volunteer to role play or be observers. Two students should role play and two observe (or two role play and one observe). The observer watches the role play and later interprets to the class:

What happened in the role play?

What emotions were acted out?

Why were the role players responses what they were?

What are alternative ways to handle the emotions?

If there are two observers, each will report the above behaviors and the discussion can be guided toward why the observers differ in their opinions of what happened if differences occurred. Students love to role play and may want to develop their own situations.

Teacher: If you feel unsure of students' role playing ability, play the first role with another student in order to set the tone for role playing.

Use as many of these episodes as you feel are necessary. Clip the episodes off the role sheets and hand to the groups so that all groups will not know each role play situation prior to acting out the episode. Also, add your own episodes if you wish.

Evaluation:

Following role play, students will be able to express their own emotions regarding the situation.

Teacher: Allow ample time for students to discuss emotions. Ask, "What were your feelings in each situation?"

EPISODES

1. Your younger brother has dropped your new cassette recorder and broken it beyond repair. You feel anger and actually hate your brother at this moment. You would like to hit him.

2. Susie is in a hurry to get home after school because her mother is taking her shopping. Mary stops Susie to talk and it's clear to Susie that Mary is upset over something and needs comfort.

3. Your dad has decided not to let you use the car Friday night. It's Thursday and you've made a date with Paula for the big dance. You have a corsage for her and you really wanted to make a good impression because it is your first date with her.

4. You are a tight end on the football team and Friday is the game the college scouts are going to observe for potential scholarship receivers. The coach is hounding you about your weaknesses and you're trying to listen attentively.

5. As you walk to school one day, a bunch of girls are standing on the corner and as you walk by, they laugh.

6. Your mother has to go to a PTA meeting and wants you to babysit. You had planned to go to Lou's to study for a big history test tomorrow.

7. Your family has been planning a vacation to Disney Land for months. It's the night before and all of you are eating supper and talking about the trip and what you'll do.

LEVEL VII

LESSON 17 - CONFLICTS

Purpose:

To help the student consider what he would like to do in life.

Focus:

Affection, responsibility

Materials:

Form, "Goals of Life"

Terminal Objective;

The student will compare career information with Life Goals and determine if the two are compatible.

Enabling Objectives:

1. The student will be able to identify possible career choices.
2. The student will make a judgment regarding "Mark's Dilemma."

(To further explore the issue of career choices, the Guidance Associates filmstrip series on "Careers" would be an excellent addition to this lesson.)

Learning Experiences:

This lesson will take at least four days if you give every student a chance to report. You can modify it by cutting down the number of reports on careers.

1. Ask students to answer and discuss the following questions:

   A. How many of you have an idea of what kind of career you want in life?

   B. What helped you decide? Who influenced you?

   C. Are any of you unsure about a career?

   D. Can you name some careers as I write them on the chalkboard?

   E. Does anyone know how to choose a career? What kinds of things do you look for in choosing a career?

   F. How can you find out about a career?

   G. Would you be interested in doing that?

2. Who will volunteer to find out about one of the careers we have listed on the chalkboard? (Do this until all careers are picked.)

3. Ask the volunteers to use the sources they suggested in D-F and give a brief report tomorrow (or next time the class meets). Be sure the reports include qualifications for that career.

NEXT DAY

1. Volunteers report in class.

2. How many of you are interested in one of these careers? Raise you hand as I call out each one and let me mark on the chalkboard the number interested in each one. Why did you choose this one?

3. Are all of you qualified now for the career you picked? Will you be qualified when you finish high school? What do you need to do to qualify? Do you do well at school in the course which that career requires?

4. Let's categorize these careers. Which ones are professional? How do you know? What makes a career professional? Which ones are nonprofessional? What is the difference? What kind of training is required of both?

5. Now, I'd like each of you to complete the following statements: (These will be completed informally by students.)

   A. I do/do not think going to a technical school is the right thing to do after high school because....

   B. I would/would not go into the Army after graduation from high school because....

   C. I do/do not think I have to worry about a career now because....

   D. I do/do not believe college is necessary because....

6. Ask for volunteers to read their completions.

7. Arrange students in groups and read the story, "Conflicts." On the chalkboard (or ditto sheet) write the following questions for them to discuss and arrive at an agreement on:

   A. What was the conflict Mark faced?

   B. Do you think students should be required to stay in school until they are sixteen? Why?

   C. How did Mark's parents feel?

   D. What alternatives did Mark have? What were the consequences of the alternatives?

   E. Have you ever been faced with such a decision? Has anyone you know?

   F. How did you/they feel?

   G. What would you do if you were Mark? Why?

8. A reporter from each group will answer the question to the class for the group.

9. Does anyone else have an idea or anything else to add?

Evaluation:

Students will complete the "Goals of Life" Evaluation Form.

A discussion can be conducted following completion of the evaluation form, but should be voluntary for students. Some will want to answer the questions aloud and share their thoughts; others will not.

GOALS OF LIFE

Rank in order of importance to you

___ An adventuresome life (exciting)

____A comfortable life

____A happy life

____A life of service to mankind

____A wealthy life

____A peaceful life

____A life with loved ones

____A life with personal recognition

____A life of pleasure

____A life of leisure

Compare your rankings with the career you chose, then answer the following questions:

1. Is there a conflict between the rankings of my "Goals of Life" and the career I studied? What is the conflict?

2. Which is more important to me - the career or the goal?

3. How can I resolve the conflict between the two? I should be specific in my solutions.

MARK'S DILEMMA

Mark could not remember staying in one place longer than six months. Usually, his family spent four or five months in a place and moved on. That was what many migrant families did and his family was no different.

Since the seasons and crops rule their life, moving was necessary and Mark liked it most of the time. At sixteen he was old enough now to stay home from school and help his parents more. His younger brothers and sisters helped, too, but the law said they had to be in school.

The problem was that Mark was a good student; even moving all over the country he had good grades. When he mentioned to his parents that he could quit school and really earn some money, they wouldn't listen. Instead, they kept telling him to finish school, to make something of himself. It killed Mark to see his parents work so hard. The dreams they

had of his finishing high school and going to college were his dreams too. No one had ever finished school in their family and Mark wanted to more than anything. Still, he knew he could really help to make life easier for his parents if he dropped out. Should he? Or would it hurt his parents more for him to quit? He didn't know what to do.

LEVEL VII

LESSON 18 - WAYS TO LIVE

Purpose:

To help the student consider alternative life styles and become more introspective about his own lifestyle.

Focus:

Understanding, responsibility

Materials:

Form, "Ways to Live"

Terminal Objective:

The students will clarify his own philosophy of life by writing about things in his life which are consistent with a chosen philosophy.

Enabling Objectives:

1. The student will rank order "Ways to Live"
2. The student will state his own philosophy of life.

Learning Experiences:

This strategy is adapted from Simon's "Ways to Live" (Number 67 p. 343 in Values Clarification.) You may want to spend two days on this lesson, complete numbers one through three the first day and four through six the next.

1. Distribute "Ways to Live" to each student.

2. Read aloud or have volunteers read them and discuss each one. Teacher: Point out that the five "Ways to Live" are based on different philosophies of life - Way 1 is self-control; Way 2 is pleasure; Way 3 is one's own self; Way 4 is society; Way 5 is Christ. In discussing these, explain that the "ultimate good" means "most important" to that particular way of life.)

3. Ask the student to rank in order of importance "Ways to Live."

4. On the chalkboard mark how the students ranked each one.

5. Discuss: Why did you rank as you did? What role does a friend have in one's philosophy of life? What is the goal of this way of life? Did any of you have trouble ranking these ways to live? Can you borrow from all these ways and come up with one you can agree with more? (Allow time for those who want to rewrite a philosophy.)

6. Those who want to share their own way to live can do so.

Evaluation:

The student will list ten things he has done in the last week that are consistent with his chosen philosophy of life.

Alternative:

The student will list ten things he plans to do that are consistent with his chosen philosophy of life.

WAYS TO LIVE

WAY 1

Self control is the center of life. Discipline and sternness are valued. One's actions are guided by reason and logic, never emotion or impluse. Involvement with another person is never deep. The ultimate "good" is self control.

WAY 2

Life is a bowl of cherries - a festival, a party. Live today for tomorrow you may die. Nothing is serious or important except enjoying life. The ultimate "good" is pleasure.

WAY 3

Life is centered around self. Self determines what is important and necessary. It doesn't matter who is hurt, as long as self is protected and happy. The ultimate "good" is one's own self.

WAY 4

Life is centered around others. Society is what makes life worthwhile. Everything is done for society at the expense of the individual. The ultimate "good" is society.

WAY 5

Life is centered around glorifying God through Christ. Man is responsible to God and it is man's duty to find out what God wants him to do. Man is sinful by nature. The ultimate "good" is following Christ's example.

LEVEL VII

LESSON 19 - YOUR INTERPRETATION

Purpose:

To help the student understand the role of individual interpretation.

Focus:

Responsibility, respect

Materials:

Transparency or ditto of accident scene
Form, "Interpretation"

Terminal Objective:

The student will analyze the role interpretations play in describing events by completing sentences involving interpretation.

Enabling Objectives:

1. The student will record what he remembers from a picture he viewed.
2. The student will determine why differences occurred as various students recorded what they saw.

Learning Experiences:

1. Divide the class into groups and hand each group a detailed picture such as the one at the end of this lesson. The picture should be the same for each group.

2. Take up the pictures and have each group, through a recorder, list what it remembers about the picture; include color, objects, placement, being as specific as possible.

3. The recorder from each group then reads the list. (The teacher should copy the lists on the chalkboard.)

4. Show the picture and discuss the listings, what was left out; which group had the most complete list; did every member of each group agree on what to list; what were the differences among groups; why was the picture described differently by the groups.

Evaluation:

Following the lesson students will have developed ideas about experiences and point of view. Conduct the following evaluation:

In a group, the student will complete the following sentences and discuss each one:

People do/do not see things exactly the same way because:

_____

_____

_____

.I would/would not trust someone else's interpretation of an accident or class lecture I missed because:

_____

_____

_____

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INTERPRETATION

People do/do not see things exactly the same way because.....

I would/would not trust someone else's interpretation of an accident or class lecture I missed because....

LEVEL VII

LESSON 20 - SELF INVENTORY, AGAIN

Purpose:

To cause students to compare and contrast their own changing view of themselves and others.

Focus:

Respect

Materials:

Self-Inventory Form - Repeat from Lesson 1

Terminal Objective:

The student will determine his change of attitude in the areas of peer, family, school and general relationships. comparing this inventory to the one in Lesson 1, Part I.

Enabling Objective:

The student will complete the Self-Inventory for the second time.

Learning Experiences:

This lesson is a follow-up of Lesson 1 in Part I. Give each student a copy of the Self-Inventory and ask him to answer yes, no, or sometimes to each of the items.

Evaluation:

After the student has completed the Self Inventory, ask him to compare this one to the responses made on the first inventory. Ask the following questions:

1. In each area compare the answers you had on the first Self-Inventory to the latest Self-Inventory.

2. How many items in each area did you change?

3. Were the changes positive or negative?

4. Which of the changes make you feel proud?

5. Which of the items do you still want to work on?

6. Rank in order five (5) items you have decided to change.

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APPENDIX I

MARIHUANA

SOME QUESTIONS AND ANSWERS

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WHAT IS MARIHUANA?

Marihuana is a dried plant material from the Indian hemp plant (Cannabis sativa). The plant grows wild in many parts of the world, including the United States, and is frequently cultivated for its commercial value in the production of fiber for rope, bird seed, and other purposes. In its drug use it is known by such names as "pot," "grass," "weed," "Mary Jane," and many others.

For use as a drug, the leaves and flowering tops of the plant are dried and crushed or broken into small fragments which are then typically rolled into thin homemade cigarettes, often called "joints." It may also be smoked in small pipes and is occasionally incorporated into food and eaten. The smoke smells like burning rope or alfalfa. Because of its distinctive odor, users sometimes burn incense to mask the smell.

Marihuana varies greatly in strength, depending upon where it is grown, whether it is wild or specifically cultivated for smoking or eating, and which portions of the plant actually go into the drug mixture. Marihuana is also sometimes adulterated with other materials such as the seeds and stems, tea, catnip, or oregano, still further reducing the strength of the resulting mixture.

Hashish ("Hash") is the potent dark brown resin which is collected from the tops of high quality cannabis. Because of the high concentration of resin, it is often five to six times stronger than the usual marihuana, although the active drug ingredients are the same. Basically it is a much more concentrated form of the drug.

Tetrahydrocannabinol, or THC (technically Δ^9 THC), is considered to be the basic active ingredient in marihuana and hashish. The amount of this chemical present determines the strength of the drug. Although various substances called THC have been sold illegally, the high cost and the difficulty of producing the material make it very unlikely that it is actually available illicitly. No samples of THC purchased on the black market have been found to be THC on chemical analysis to this date.

HOW WIDELY IS IT USED IN THE UNITED STATES?

While estimates based on various surveys differ, it is generally conceded that the use of marihuana has undergone a sharp increase in the last several years, particularly among young people. On some college campuses where use is extensive, a majority of the students have tried the drug at least once. Use which was originally restricted to a small number of groups has now expanded to include individuals from many widely different social backgrounds.

While the exact extent of marihuana use in the United States is not known, health authorities believe that as many as 8 to 12 million Americans have used the drug at least once in their lives. Other estimates have ranged as high as 20 million. Perhaps as many as one million are "potheads." They have made marihuana a way of life, and are the equivalent of the chronic alcoholic who also uses a chemical to deal with problems of living. Research studies are underway to examine trends in use and to determine more precisely patterns of use.

HOW DOES THE DRUG WORK?

When smoked, marihuana quickly enters the bloodstream and within minutes begins to affect the user's mood and thinking. The exact mechanisms of action and the alterations of cerebral metabolism are not well understood. Extensive research is currently underway to provide this basic information. Because it can cause hallucinations if used in very high doses, marihuana is technically classified as a mild hallucinogen. Despite several thousand years of use, less is presently known about the mode of action of this drug than is known about most other drugs in widespread use. It is only in the last few years that the synthesis of THC and the development of methods to assay THC in marihuana have made precision experiments possible.

WHAT ARE ITS PHYSICAL EFFECTS?

The long term physical effects of marihuana are not yet known. To answer this question, extensive scientific research is currently underway. It is based on both laboratory findings and research in countries where use has been widespread for many years.

The immediate physical effects on the user while smoking include reddening of the whites of the eyes, increased heart beat, and coughing due to the irritating effect of the smoke on the lungs. Users also report dryness of the mouth and throat. Reports of increased hunger and sleepiness are also common.

WHAT ARE THE PSYCHOLOGICAL EFFECTS?

The drug's effects on the emotions and senses vary widely, depending on such factors as the user's expectations, the circumstances of use and, of course, the strength and quantity of the drug used. Typically time is distorted and seems much extended - 5 minutes may seem like an hour. Space may seem enlarged or otherwise distorted. Sounds and colors sometimes seem intensified. Thought frequently becomes dreamlike. The notion that one is thinking better is not unusual. Illusions (misinterpretation of sensations) are often reported. Hallucinations (experiencing non-existent sensations) and delusions (false beliefs) are rare. Frequently the user undergoes a kind of passive withdrawal accompanied by some degree of "high." The individual tends to withdraw into himself. Occasionally, uncontrollable laughter or crying may occur. While some users find the effects pleasant, others find them frightening or very unpleasant. Unfounded suspiciousness may occur and this may be accompanied by marked fear or anxiety. Occasionally, such reactions may be sufficiently severe as to cause a susceptible individual to develop symptoms of panic, a paranoid state or a temporary break with reality. Such effects may be more likely to occur in the youthful user whose personality is still in the process of rapid change.

Recent evidence has documented a lost of immediate recall, and difficulty in thinking and speech due to disorganization of recent memory. These have been found in experiments with single doses. The implications for chronic marihuana user must await additional investigation.

HOW DOES MARIHUANA AFFECT JUDGMENT?

A person under the influence of marihuana may find it much harder to make decisions requiring logical thinking. At the same time he may erroneously believe that his judgment is unimpaired, or even that his mental functioning has been enhanced by the action of the drug. Performing any complex task requiring good reflexes and clear thinking may be impaired, making such tasks as driving particularly dangerous. Research is currently underway to more accurately determine the effects of varying quantities of marihuana on driving and other skilled activities.

IS MARIHUANA LESS HARMFUL THAN ALCOHOL?

The results of intoxication by both drugs can be harmful. We know that alcohol is a dangerous drug physically, psychologically, or socially for millions of people whose drinking is out of control. There is no firm evidence that marihuana would be less harmful if used consistently. American experience to date has largely been

limited to marihuana of low potency, infrequently used over a relatively short period of time. In countries where the use of marihuana and related drugs has been widespread, "skid rows" based on marihuana use exist. At present the research evidence is insufficient to answer this question with certainty. It should, however, be remembered that it frequently requires extensive use over a long period of time by large numbers of people before the public health implications of a drug are clearly understood.

WHAT ARE THE LATEST FINDINGS ABOUT THE DRUG?

With increasingly widespread use have come numerous reports of adverse reactions to the drug. While not typical, instances of acute panic, depression, and occasionally more serious mental illness have followed the use of marihuana in susceptible individuals. There is reason to believe that such reactions may be more likely to occur in the youthful user.

Working with man-made tetrahydrocannabinol, a leading scientist recently found that high dosages of the drug brought on severe reactions in every person tested.

The scientist observed that a dose equal to one cigarette of the weak United States type can make the smoker feel excited, gay, or silly. After larger amounts, the user experiences changes in perception. Colors seem brighter, his sense of hearing seems keener. After a dose equal to 10 cigarettes, he experiences visual hallucinations, illusions, or delusions. His mood may swing from great joy to extreme horror. He may become deeply depressed, or have feelings of uneasiness, unreality, or suspiciousness.

IS MARIHUANA ADDICTING?

Authorities now think in terms of drug "dependence" rather than "addiction." Marihuana, which is not a narcotic, does not cause physical dependence as do heroin and other narcotics. This means that the body does not become dependent on continuing use of the drug. The body probably does not develop a tolerance to the drug either, which would make larger and larger doses necessary to get the same effects. Withdrawal from marihuana used in ordinary amount does not produce physical sickness.

A number of scientists think the drug can cause psychological dependence if taken regularly. All researchers agree that more knowledge of the long-term physical, personal, and social consequences of marihuana use is needed before national decisions about its legal status can be made.

DOES IT LEAD TO USE OF NARCOTICS?

A 1967 study of narcotic addicts from city areas showed that more than 80 percent had previously used marihuana. Of the much larger number of persons who use marihuana, scientists agree that few go on to use morphine and heroin. No direct cause-and-effect link between the use of marihuana and narcotics has been found. Researchers point out, however, that a person predisposed to abuse a drug may be likely to abuse other, stronger drugs. We are currently observing multiple drug use among young people, involving marihuana, stimulants, sedatives, hallucinogens and, increasingly, opium and heroin.

WHAT ARE THE SPECIAL RISKS FOR YOUNG USERS?

Breaking the laws dealing with marihuana can have serious effects on the lives of young people. They may find their education interrupted and their future shadowed or altered by having a police record. An arrest or conviction can complicate their life and plans at many turns. For example, in many States, a person with a police record must meet special conditions to obtain or renew a driver's license. Conviction can prevent a person from entering such professions as medicine, law, or teaching. It can make it difficult to get a responsible position in business or industry. Special hearings are necessary before he can hold a government job. Before a student tries marihuana, he should be aware of the social and legal realities about getting involved with the drug.

Other risks are pointed out by experts on human growth and development. They say that a more subtle result of any drug abuse on the young person is its effect on his personality growth and development. For young people to experiment with drugs at a time when they are going through a period of many changes in their transition to adulthood is a seriously questionable practice.

II. UNDERSTANDING ALCOHOL AND ITS EFFECTS

"One drink of wine and you act like a monkey;
Two drinks and you strut like a peacock;
Three drinks and you roar like a lion;
And four drinks—you behave like a pig."

Henry Voltan Morton

"When the wine goes in, strange things go out."

Johann Christoph
Friedrich von Schiller
"The Piccolomini"

"It [drink] provokes the desire but it takes away the performance."

William Shakespeare
Macbeth

Given the long history of men and alcohol, it is not surprising that a large fund of folk wisdom and folklore has developed describing how men respond to drinking, and suggesting remedies to offset its effects. Like most folk observations, the lore about drinking mixes fact with fiction. Even today, many presumably sophisticated drinkers who know every vineyard, vintage year, distillery, and brewery nonetheless are relatively ignorant of the way their favorite beverages affect them, for better and for worse. They therefore have little rational basis for responsible drinking. For example, many people believe that if they must drive after drinking, coffee will speed the sobering-up process. Unfortunately, this is not true. Coffee can help keep people awake, but it cannot improve judgment or sharpen reactions dulled by alcohol. The person who expects to drive after drinking should either pace his intake, or wait until his liver is able to burn up the alcohol; we now know that, in either case, the average person should allow one hour for every half ounce of alcohol he has drunk. Information on the effects of alcohol—both short-term and long-term—is essential to the person who wants to drink responsibly. This chapter sums up the latest scientific findings and corrects some misinformation on how alcohol acts on the body.

Short-Term Effects

Alcoholic beverages are such a familiar part of our life-style that it is hard to realize that alcohol is a drug —every bit as active physiologically as many of the so-called "drugs" that are usually ingested as pills. Its primary effects are in the central nervous system, although the whole body is affected.

Alcohol is often thought of as a stimulant, because it appears to make people more lively and uninhibited. Indeed, in very low concentrations, it does stimulate cellular activity in most organisms, from the simplest bacteria to the most complex mammals. And in moderate quantities, alcoholic beverages slightly increase the heart rate; slightly dilate blood vessels in arms, legs, and skin; moderately lower blood pressure; stimulate appetite; increase production of gastric secretion, and markedly stimulate urine output. But as with most other biologically active chemicals, the general physiological effects of alcohol depend on the amount or concentration in the specific cells, tissues, or organs affected. In higher concentrations it can depress function, seriously injure cells, or even kill them (*57*).

Alcohol is technically considered to be a depressant, since it primarily depresses functions of the central nervous system. The reactions are related not necessarily to the amount of alcohol drunk, but to its concentration in the blood. Unlike most other foods, alcohol does not have to be digested slowly before reaching the blood stream. Instead, it is immediately absorbed into the blood, passing directly through the walls of the stomach and small intestine. The blood rapidly carries it to the brain. When blood-alcohol levels are low, their effect is usually mild sedation, relaxation, or tranquility. Slightly higher levels, at least in some people, may produce behavioral changes which seem to suggest stimulation of the brain: they become talkative, aggressive, and excessively active. However, these changes are thought to result from depression of the most highly developed brain centers which normally inhibit or restrain such behavior. At still higher levels, great depression of lower parts of the brain occurs, producing incoordination, confusion, disorientation, stupor, anesthesia, coma, or death.

Since individuals vary, the exact concentrations at which these changes occur cannot be given. The following chart shows the general relation between blood-alcohol levels and behavior for a 155-pound moderate drinker who rapidly consumes 90-proof whiskey on an empty stomach. (These levels may be slightly higher if the drink is gin or vodka, or if the drinker weighs much less than 155 pounds. Conversely, the level will be lower if the beverage is beer, wine, or a "mixed" non-carbonated drink, if the drinking is spaced over a prolonged period, if the drinker weighs more than 155 pounds, or if solid foods are eaten at the same time):

Quantity	*Percent blood-alcohol level*	*Resulting behavior*
3 oz. whiskey (2 "shots")	0.05	sedation and tranquility
6 oz. "	0.10	lack of coordination
12 oz. "	0.20	obvious intoxication
15 oz. "	0.30	unconsciousness
30 oz. "	0.50+	death may result

Blood-alcohol levels have important legal implications. In most parts of the United States, and in some countries of Europe, an individual with a blood-alcohol level of 0.05 percent or less is legally presumed to be sober and in condition to operate a motor vehicle. A person with a level of 0.15 percent or more is legally intoxicated or "under the influence" in some States, while in others the 0.10 percent level constitutes legal intoxication.

It is still uncertain whether there is a threshold below which alcohol has no detectable influence on reflex responses, reaction time, and various complex skills. However, when the blood-alcohol level reaches 0.03 or 0.05 percent, it is generally agreed that changes are evident (*7*). At very low blood-alcohol levels, such simple reflex responses as the knee-jerk seem to be more rapid. At levels above 0.03 or 0.04, reflex responses, reaction-time responses, and performance in such activities as automobile driving and many kinds of athletics generally change for the worse. Significantly, as a driver's performance is impaired, his judgment often deteriorates and he believes he is driving better.

A British investigator has made a careful study of the effects of various amounts of alcohol on the judgment and driving ability of experienced busdrivers. The drivers were asked to estimate the distance between two adjustable poles through which they believed they could successfully drive, and to indicate their level of confidence in their ability to carry out the driving task. They were then observed as they performed the test. The investigator found the following:

1. As the amount of alcohol taken was increased, the drivers were prepared to drive their vehicles through narrower gaps, thus revealing that their judgment had been impaired.
2. Their performance, as well as their judgment, progressively deteriorated as they consumed more alcohol.
3. The drivers, after taking alcohol, became more dangerous because of overconfidence. This resulted from the fact that the level of confidence at which they were first prepared to drive their bus remained unchanged. However, at any given size of gap, they became increasingly confident of success as they took more alcohol.
4. Alcohol intensified a driver's tendency to overrate his ability in relation to his performance.

The investigator observed that the behavioral impairments seen among the drivers were not necessarily predictable on the basis of the amount of alcohol consumed. Thus, some drivers were more affected by two whiskeys than others were by six (*25*).

Some other studies have shown that the effects of alcohol on skilled performance are not necessarily related simply to alcohol concentrations in the blood. For instance, scientists at the Karolinska Institute in Stockholm have suggested that skilled performance may be impaired at a certain level when the blood-alcohol curve is rising, but there may be no impairment at the very same level when the blood-alcohol curve is falling. An individual may thus be judged intoxicated at a given blood-alcohol level when the curve is going up, but sober at the same level when it is going down (*40*). In the same field, research in the International Center for Psychodietetics has indicated that identical blood-alcohol levels in the same individual can be associated with remarkably different psychomotor performance, depending on whether the individual consumed the alcoholic beverage with or without meals (*62*).

As suggested above, the rate at which alcohol is absorbed into the bloodstream and its behavioral effects are affected by a number of interacting factors (*37, 39, 57*). On the physical side, how fast a person drinks, his weight, whether he has eaten, his drinking history and body chemistry, and the type of beverage (and mixer) used are all influential. On the psychological side, the drinking situation, the drinker's mood, his attitudes, and his previous experience with alcohol will all contribute to his reactions to drinking.

1. *Speed of drinking.* The more rapidly an alcoholic beverage is ingested, the higher will be the

peak blood-alcohol concentrations. Thus, these levels are lower when the beverage is "nursed" or taken in divided amounts than when it is gulped or taken in a single dose.

2. *Body weight.* The greater the weight of the body muscle (but not body fat) of an individual, the lower will be his blood-alcohol concentration resulting from a given amount of alcohol. For example, the blood-alcohol level produced in a 180-pound man drinking four ounces of distilled spirits will be substantially lower than that of a 130-pound man drinking the same amount in the same length of time—and the larger man will show fewer effects.
3. *Presence of food in the stomach.* Eating while drinking notably retards the absorption of alcohol, especially when alcohol is consumed in the form of distilled spirits or wine. When alcoholic beverages are taken with a substantial meal, peak blood-alcohol concentrations may be reduced by as much as 50 percent.
4. *Drinking history and body chemistry.* Each person has an individual pattern of physiological functioning which may affect his reactions to alcohol. For example, in a number of clinical conditions, such as that marked by the "dumping syndrome," the stomach empties more rapidly than is normal, and alcohol seems to be absorbed more quickly. Emptying time may be either slowed or speeded by anger, fear, stress, nausea, and the condition of the stomach tissues. In individuals with a long history of drinking, tolerance to alcohol develops, so that an increased dosage must be used to give effects similar to those obtained with the original dose. Thus, a person with extensive drinking problems is likely to require far more alcohol to get "high" than an inexperienced drinker. (In individuals with serious drinking problems, the curve of tolerance is reversed, and again they are very responsive to relatively small amounts of alcohol.)
5. *Type of beverage.* In all the major alcoholic beverages—beer, table wines, cocktail or dessert wines, liqueurs or cordials, and distilled spirits—the chief ingredient is identical: ethyl alcohol, known also as ethanol or simply as alcohol. It is a natural substance formed by the reaction of fermenting sugar with yeast spores. The concentration of alcohol is usually about four percent by volume in American beers, 10 to 12 percent in table wines, between 17 and 20 percent in cocktail or dessert wines such as sherries, 22 to 50 percent in liqueurs, and 40 to 50 percent (80 to 100 proof) in distilled spirits. In addition, these beverages contain a variety of other chemical constituents. Some come from the original grains, grapes, and other fruits. Others are produced during the chemical process of fermentation or during distillation or storage. Still others may be added as flavoring or coloring. These nonalcoholic "congeners" contribute in their own right to the effects of certain beverages, either directly affecting the body, or affecting the rates at which alcohol is absorbed into the blood and is oxidized or metabolized in the tissues.

   A number of studies in the United States and abroad have demonstrated that beers, wines, and distilled spirits may vary markedly in the rate at which the alcohol they contain is absorbed into the blood (*39, 41, 44, 62, 84*). In general, the higher the concentration of the alcohol, the more rapid is its absorption, and the higher the concentration of "congeners," the slower is its absorption. The net result is that beer and wine have slower effects than when the same amount of alcohol is consumed in the form of liquor. However, any two drinks which contain the same amount of alcohol will eventually have the same effects. Diluting an alcoholic beverage with another liquid, such as water, also helps to slow down absorption, but mixing with carbonated beverages can increase the absorption rate.

The speed of alcohol *absorption* generally affects the rate at which one becomes intoxicated; conversely, the speed of alcohol *metabolism* affects the rate at which one becomes sober again. Once absorbed into the bloodstream and distributed throughout the body, alcohol undergoes metabolic or oxidative changes. A major part of these processes occurs in the liver. Alcohol is changed first into acetaldehyde, a highly irritating, toxic chemical; however, this substance rarely accumulates, since it is oxidized quickly to acetate. Acetate (the same as that produced as an intermediate in sugar metabolism) is transformed into a variety of other compounds, and eventually is oxidized completely to carbon dioxide and water (*32*). The total metabolic process yields about seven calories of energy for each gram (0.353 fluid ounces) of alcohol. Almost all of the ingested alcohol is metabolized by the liver; however, from 2 to 5 percent is excreted chemically unchanged, mostly in urine, breath, and sweat.

Research has demonstrated that the rate of alcohol metabolism, like that of absorption, may be influenced by a number of factors. A Massachusetts General Hospital study has shown that both alcoholic and nonalcoholic subjects maintained on good diets can moderately increase their rate of alcohol metabolism if they consume substantial amounts over a long period of time. In general, it appears that the rate of alcohol

metabolism may have a small influence on behavioral tolerance to alcohol, but that no significant differences in ability to oxidize alcohol differentiate the alcoholic person from the nonalcoholic (*73*). At the Karolinska Institute in Stockholm, it has been reported that normal drinkers can metabolize on the average approximately 7 grams per hour of pure alcohol; 8 grams in the form of whiskey; 9 grams in the form of beer (*39*). As a general rule, it will take as many hours as the number of drinks consumed to sober up completely. Old wives' tales notwithstanding, drinking black coffee, taking a cold shower, or breathing pure oxygen will not hasten the process.

Considerable effort has been devoted to a search for some method which could effectively speed the rate of alcohol metabolism, and thus provide rapid sobriety. Recent interest has been shown in administering fructose, a fruit sugar; however, neither this nor any other agent has yet been found to make any clinically significant difference in the rate of alcohol metabolism (*64*). All one can do is wait, and let the liver do its work.

A familiar aftereffect of overindulgence is the hangover—the morning-after misery of extreme fatigue combined with nausea, upset stomach, anxiety, and headache. The hangover is common and unpleasant, but rarely dangerous. It affects the moderate drinker who occasionally takes too much (especially if tired or under stress), as well as the excessive drinker after a prolonged drinking bout. The exact mechanism is unknown. The symptoms are usually most severe many hours after the peak of the drinking bout, when little or no alcohol can be detected in the body (*38*). Although the hangover has been blamed on mixing drinks, it can be produced by any alcoholic beverage alone, or by pure alcohol. There is inadequate evidence to support beliefs that it is caused by vitamin deficiencies, dehydration, fusel oils (nonalcoholic components of alcoholic beverages which are relatively toxic, but present in clinically insignificant amounts), or any other nonalcoholic components.

No satisfactory specific treatment for hangover is known. There is no scientific evidence to support the curative claims of popular remedies such as coffee, raw egg, oysters, chili peppers, steak sauce, "alkalizers," vitamin preparations, "the hair of the dog," or such drugs as barbiturates, amphetamine, or insulin. Doctors usually prescribe aspirin, bed rest, and solid food as soon as possible. Hangovers can be prevented by drinking slowly, with food in the stomach, under relaxed social circumstances, with sufficient self-discipline to avoid intoxication.

Long-Term Effects

Drinking alcohol in moderation apparently does the body little permanent harm. But when taken in large doses, over long periods of time, alcohol can prove disastrous, impairing both the quality and length of life. Structural damage to several major organs, such as the heart, brain, and liver may result.

Prolonged heavy drinking has long been known to be associated with various types of muscle disease and tremors. One essential muscle affected by alcohol is that of the heart: the myocardium. Although chronic alcoholism and heart disease have often been observed together, until recently liver disease was thought to be the cause of the heart damage. Investigators at Misericordia and Fordham Hospitals have now found that alcohol can produce heart disease without the presence of liver impairment. These scientists also established that heart disease is commonly found among alcoholics (*72*). Laboratory investigations at Tulane University have also lent support to the notion that alcohol is directly toxic to the heart, and to the lungs as well. Heart muscle damage can be caused in mice by feeding them pure alcohol (*72*). In some men and women, the toxic effects of alcohol to the cardiovascular system are so great that fatal cardiac arrest can result from excessive intake.

When large quantities of alcohol are consumed, especially "straight," the gastrointestinal system can become irritated. Nausea, vomiting, and/or diarrhea are mild indications of trouble. The more frequently such ingestion takes place, the greater the irritation. Gastritis, ulcers, and pancreatitis commonly occur among alcoholic individuals (*2*).

Liver damage may also result from heavy drinking, although it is not certain precisely how alcohol affects the liver. Cirrhosis of the liver occurs about six times as frequently among alcoholics as among nonalcoholics (*94*). Yet it also occurs among nondrinkers, and its cause is the subject of continuing investigation. Many scientists seem convinced that adequate nutrition provides an effective protection against cirrhosis. Some investigations, however, have shown that large amounts of alcohol may cause liver damage even in properly fed subjects (*48,58*).

Very heavy drinkers have long been known to have lowered resistance to pneumonia and other infectious diseases. Malnutrition is usually considered to be the cause. Research at Cornell University has shown, however, that lowered resistance may also occur in well-nourished heavy drinkers, and appears to result from a direct interference with immunity mechanisms. With blood-alcohol levels of 0.15 to 0.25 percent, produced by intravenous administration of alcohol, the

inhibition of white-blood-cell mobilization was as intense as that found in states of severe shock (*15*).

Traditionally, port wine has been considered the cause of gout. A nationwide survey conducted by a group of investigators at the University of California showed, however, that more than 60 percent of all gouty patients had never drunk wine in any form before the onset of their disease (*30*). In patients whose gouty attacks seemed to be precipitated by drinking, physicians have often noted that such factors as mental stress, infection, stopping physical exercise, or eating purine-rich foods were also present.

Heavy drinking over many years may result in serious mental disorders or permanent, irreversible damage to the brain or peripheral nervous system. Critical mental functions such as memory, judgment, and learning ability can deteriorate severely, and an individual's personality structure and reality orientation may disintegrate as well (*2*).

With serious brain damage in alcoholic persons, Korsakoff's syndrome may result. In this psychotic condition, patients cannot remember recent events, and compensate for their memory loss with confabulation, that is, the making up of fictitious events. In addition, these individuals often suffer from polyneuritis —an inflammation of the nerves that causes burning and prickly sensations in the hands and feet. Vitamin deficiency caused by excessive drinking and inadequate intake of nutritious foods appears to be the primary cause of this condition. Vitamin therapy is often used to treat the polyneuritis and memory deficit, although the effects are not always reversible.

Eastland Panel Takes New Look at Marijuana

Recent testimony before the Senate Internal Security subcommittee, chaired by Sen James Eastland (D-Miss), indicates that cannabis, from which marijuana and hashish are produced, is not the harmless substance as is so frequently claimed. Andrew C. Tartaglino, acting deputy administrator of the Drug Enforcement Administration since July 1973, told the subcommittee:

"My own view is that it is a potentially harmful substance which we should not permit to become an accepted part of our society. Those of us in law enforcement have felt that the dangers inherent in this drug would become more apparent with increasing research, and we believe this is in fact now occurring."

Traffic in marijuana, he maintained, is not a small affair, as some think, but a "highly organized, well-financed venture." Just last month, said Tartaglino, two uniformed U.S. Customs Patrol officers were found murdered near Nogales, Ariz., together with a suspect whom they had killed in a gun battle. This man was found seated at the wheel of a truck containing 200 pounds of marijuana which he had attempted to drive from the scene.

The "inescapable conclusion" which he has drawn from recent statistics, said Tartaglino, is that the "traffic in and abuse of marijuana products" have taken "a more serious turn in the last two or three years than either the courts, the news media or the public are aware. The shift is clearly toward the abuse of stronger, more dangerous forms of the drug which renders much of what has been said in the 1960s about the harmlessness of its use as obsolete."

Dr. Henry Brill, a member of the National Commission on Marijuana and Drug Abuse, pointed out that the commission, which had come under severe attack from those who thought its findings underplayed any dangerous effects of marijuana, had opposed the drug's legalization. And Brill said that information available since the report shows the "need for caution." Newer data, said Brill, include clinical reports demonstrating complications from acute and chronic use, including mental deterioration and acute psychotic attacks.

"Finally," said Brill, "one should note the comment from Jamaica in the West Indies where the effects of cannabis had been thought to be benign; among the middle classes, it is now found to be associated with school dropouts, transient psychoses, panic states and adolescent behavior disorders."

my view," said Brill, "marijuana must still be classed as a dangerous drug, dangerous enough to warrant full control."

Some of the most interesting testimony came from Dr. David H. Powelson, who served as chief of the Department of Psychiatry in the Student Health Service at the University of California at Berkeley from 1964 to 1972. Powelson, currently a member of the Analytic Institute of San Francisco, and a director of the Psychiatric Department of the Kaiser Hospital in Oakland for 10 years, has undergone a dramatic shift in his views.

Whereas he once favored legalization of marijuana, he now says that it is "the most dangerous drug we must contend with . . . ."

"My place of observation was unique," Powelson told the senators on the subcommittee. "I was there at the beginning [when marijuana and hallucinogens were becoming widely used,] and in my work I was actively involved with students not only as a psychiatrist but as a teacher and as a participant in a four-year research project studying maturation and growth in college students. In addition, I was routinely meeting with deans and administrators who were dealing with the drug problem and the students who were in academic and/or disciplinary difficulties as a consequence of the use of marijuana and its derivatives."

In the spring of 1965 before he had any direct experience as a physician with marijuana users, he told a reporter for the *Daily Californian* that there seemed to be no proof that marijuana was dangerous and said that it probably should be legalized. After first-hand observation of its effects on students, however, he now is very much opposed to legalizing its use.

"I can answer concretely from my own experience," Powelson asserted, "that individuals, once they begin using cannabis, their academic performance falls off."

"My stance toward marijuana," said Powelson, "has shifted to the extent that I now think it is the most dangerous drug we must contend with for the following reasons:

"*1.* Its early use is beguiling. It gives the illusion of feeling good. The user is not aware of the beginning loss of mental functioning. I have never seen an exception to the observation that marijuana impairs the user's ability to judge the loss of his own mental functioning.

"*2.* After one to three years of continuous use, the ability to think has become so impaired that pathological forms of thinking begin to take over the entire thought process.

"*3.* Chronic heavy use leads to paranoid thinking.

"*4.* Chronic heavy use leads to deterioration in body and mental functioning which is difficult and perhaps impossible to reverse.

"*5.* For reasons which I can't elucidate here, its use leads to a delusional system of thinking which has inherent in it the strong need to reduce and proselytize others. I have rarely seen a regular marijuana user who wasn't actively 'pushing.'

"As these people move into government, the professions, and the media, it is not surprising that they continue as 'pushers,' thus continuously adding to the confusion that this committee is committed to ameliorate."

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